DEPARTMENT OF EDUCATION

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

District or Charter Name:
Grades Served:

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A and I Contact**:** Enter name.
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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.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris, (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.

> ➢ *https://www.edgertonpublic.com/domain/79*

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.

> ➢ *December 18, 2018*

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)
Brian Gilbertson	6-12 Principal	
Keith Buckridge	Superintendent/PK-5 Principal	
Sarah Landin	Social Worker	
Kyle Landin	Board Member	
Doug Van Kley	Teacher	
Shawn Weinkauf	Support Staff	
Greg Arp	Parent/Community Member	
Jason Snyder	Parent/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.

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*
    - o *Who is included in the conversations to review equitable access data and when do these occur? Those conversations are held between the administration, Mr. Gilbertson and Mr. Buckridge. Since we are a small school where we only have two sections of each elementary class and 1-2 sections of MS/HS classes, equitable access is not an issue.*
    - o *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? We have found no gaps related to equitable access. What data did the district use? We are a 1-2 section school with the same teacher typically teaching the 2 section classes. For example, if we have two sections of Chemistry it is the same teacher teaching both classes. Basically almost all students have the same teachers in the different subject areas.*
    - o *What are the root causes contributing to your gaps? N/A*
    - o *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers? All students have the same access to our experienced, effective, and in-field teachers.*
    - o *Licensed staff members are assigned positions each year by the administration. Since we are a small school and have one building that houses all of K-12, this is an easy task. We are most often bound by licensure of the teachers. We put them where their license says they can teach.*
  - ➢ *Access to Diverse Teachers*
    - o *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? Our teacher diversity is predominately white with a good mix of male and female staff members.*
    - o *What efforts are in place to increase the diversity of the teachers in the district? We have a class in the high school that students can take through College Now in which they obtain credit in a pre-education class. This is open to all students. Our hope is that students, particularly our Latino and Free & Reduced students would take advantage of this class. When looking to hire for open positions, we have not had many diverse applicants, let alone applicants in general.*

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

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
50% of students entering the Kindergarten program will score at a proficient level in the early reading assessment of the FastBridge assessment by the Spring of 2018.	38% of students entering Kindergarten in the Spring of 2018 were proficient in the early reading assessment.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met*

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
		☐ *District/charter does not enroll students in kindergarten*

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? We used the FASTBRIDGE assessment. We have male/female and F&R groups. Due to our size, sometimes we will only have male and female groups due to lack of statistical reliability.* • *What strategies are in place to support this goal area? We will review the results and then visit with our PK and Kindergarten teachers to see what changes need to be made.* • *How well are you implementing your strategies? We feel we are doing a good job. One issue we have is that we have several students that didn't go to any PK program and Kindergarten is their first year of public education.* • *How do you know whether it is or is not helping you make progress toward your goal? Since we are comparing apples and oranges it is difficult to truly know. We will look at those students when they retest in the late spring to see their growth.*

All Students in Third Grade Achieving Grade-Level Literacy

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
The percentage of third grade students that score proficient on the 3rd grade MCA-III Reading Assessment will be at or above 60% in the spring of 2018.	59.4% of third grade students at EPS Elementary were proficient on the 3rd grade MCA-III Reading Assessment.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
		☐ *District/charter does not enroll students in grade 3*

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? We used the MCA results.*
- *What strategies are in place to support this goal area? We are using a guided reading model with Daily 5 and leveled readers. We are in our second year of this and feel we are seeing more steady results.*
- *How well are you implementing your strategies? We met our goal so we feel well.*
- *How do you know whether it is or is not helping you make progress toward your goal? We met our goal.*

Close the Achievement Gap(s) Between Student Groups

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	**Result**	**Goal Status**
In 2018 EPS will increase reading proficiency among our Free and Reduced population by 3% as measured by the MCA data.	Proficiency for our Free and Reduced population was at ==46.4%== up from 43.3%.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On *Track* ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

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? We used the MCA results.*
- *What strategies are in place to support this goal area? We are using a guided reading model with Daily 5 and leveled readers. We are in our second year of this and feel we are seeing more steady results.*
- *How well are you implementing your strategies? We met our goal so we feel well.*
- *How do you know whether it is or is not helping you make progress toward your goal? We met our goal.*

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
EPS uses the ACT test to help determine Career and College Readiness. The composite score of all EPS students will meet or exceed the state average.	The ACT composite score for EPS students in the spring of 2018 was 19.7.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On *Track* ☒ Not *On* Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

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? ACT test results.*
- *What strategies are in place to support this goal area? We are using the John Baylor Prep. We are in our 2nd year of this program. We have started using it with our freshman and sophomores to help prepare them for the ACT.*
- *How well are you implementing your strategies? So far we feel we are doing a good job.*
- *How do you know whether it is or is not helping you make progress toward your goal? Unfortunately we will not know for a couple of years if what we are doing is making a significant impact.*

All Students Graduate

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	**Result**	**Goal Status**
The EPS graduation rate will be above 95%.	96.3% of students graduated as a part of the class of 2017.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ *On* Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in grade 12*

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? Data provide by the MDE.*
- *What strategies are in place to support this goal area?* Attendance tracking through JMC and in district social worker. The use of the Odysseyware program for credit recovery. Meetings with every student not on track for graduation with regular check ins by the district social worker and HS principal. Opportunities for students interested in PSEO
- *How well are you implementing your strategies? We met our goal so we feel well.*
- *How do you know whether it is or is not helping you make progress toward your goal? We met our goal.*