



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

District or Charter Name: Edgerton Public School #581

Grades Served:

WBWF Contact: Keith Buckridge

A and I Contact: Keith Buckridge

Title: Superintendent

Title: Superintendent

Phone: 507-442-7881

Phone: 507-442-7881

Email: kbuckridge@edgertonpublic.com

Email: kbuckridge@edgertonpublic.com

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

Yes ☐ **X** 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)
Brian Gilbertson	6-12 Principal	Yes
Keith Buckridge	Superintendent/PK-5 Principal	Yes
Sarah Landin	Social Worker	No
Kyle Landin	Board Member	No
Shawn Weinkauff	Support Staff	No
Greg Arp	Parent/Community Member	No
Jason Snyder	Parent/Community Member	No
Jamie Fenicle	Teacher	Yes

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 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.*
 - Who was included in conversations to review equitable access data? *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.*
 - What equitable access gaps has the district found? *N/A*
 - What are the root causes contributing to your equitable access gaps? *N/A*
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? *All students have the same access to our experienced, effective, and in-field teachers.*
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps? *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. Therefore, we don't feel we have any gaps.*

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? *All of our teachers are white, there for all groups are not yet represented.*
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? *We have none at this time.*
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? *We have not had any teachers of color or American Indian teachers apply for any positions that we have had open.*

- 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? Nothing specific. We struggle getting applicants in general for our open positions.

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
45% 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 2019.	48% of students entering Kindergarten in the Spring of 2019 were proficient in the early reading assessment.	<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 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 used the FastBridge Assessment data. We use FastBridge in K-5th grade. Our student population is too small to be statistically reliable for disaggregation data.
- What strategies are in place to support this goal area? Our Title I teacher reviews the data, then shares that with the classroom teachers, and they prepare a plan to help the students be successful in reading.
- How well are you implementing your strategies? We feel we are doing a good job. We have good communication between the teachers and teachers and parents.
- How do you know whether it is or is not helping you make progress toward your goal? We utilize the data from FastBridge as well as other assessments and teacher feedback.

All Students in Third Grade Achieving Grade-Level Literacy

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 2019.	53% of third grade students at EPS Elementary were proficient on the 3rd grade MCA-III Reading Assessment in the spring of 2019.	<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? We used the MCA III data from 2019. Due to our low numbers and statistic reliability we can only look at males and females.
- What strategies are in place to support this goal area? *We are using a guided reading model with Daily 5 and leveled readers. We also provide Title I support for those students that qualify.*
- How well are you implementing your strategies? We are implementing our strategies across K-5. Based on our results we know we still have some tweaking to do and will be focusing more on the standards to help us reach and surpass our goals.
- How do you know whether it is or is not helping you make progress toward your goal? This is a research based strategy and have seen a leveling off in all of our elementary. We used to experience larger valleys and we have not seen that over the past couple of years.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
In 2019 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% compared to 46% the year before..	<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>

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 used the MCA III data.
- What strategies are in place to support this goal area? *We are using a guided reading model with Daily 5 and leveled readers. For the MS/HS our teachers have been spending time focusing on the standards that are taught at each grade level and working together to make sure they are getting met.*
- How well are you implementing your strategies? Our staff is doing a good job of implementing their reading based strategies.
- How do you know whether it is or is not helping you make progress toward your goal? We review the MCA III data yearly as well as other data throughout the year to check on our progress. Even though we didn't meet the yearly goal, we feel this is a multi-year goal. We would like to move forward every year, but no go backwards.

All Students Career- and College-Ready by Graduation

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 2019 was 18.5 compared to the state average of 21.4.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input 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)

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 used the ACT data. Our sample size is too small for statistical reliability.
- What strategies are in place to support this goal area? *We are using the John Baylor Prep program. We have started using it with our freshman and sophomores to help prepare them for the ACT. This class had a minimal exposure as sophomores. We hope to start seeing a larger improvement in the next two years. Our biggest concern is that we have had everyone test in the past. When we have small class sizes go through, a low score of a couple can sway the entire group greatly. We are still planning on bringing that average up next year. We tend to have every student take the ACT, even if they don't plan on going to a 4-year school. They have the option, but all have chosen to take it.*
- How well are you implementing your strategies? Our implementation has increased this past year. Unfortunately, it was more with the freshman and sophomores than the juniors.
- How do you know whether it is or is not helping you make progress toward your goal? The data will show this for us.

All Students Graduate

Goal	Result	Goal Status
The EPS graduation rate will be above 95%.	88.5% of students graduated as a part of the class of 2018.	<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 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? Data provided by the MDE.
- What strategies are in place to support this goal area? Attendance tracking through JMC and an 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 are also available. For semester two we hired a paraprofessional to check on each student on the D & F list daily to make sure they were working towards graduation. This had a very positive result. We ended up have all but four students passing all their classes second semester. Those students that didn't pass took classes over the summer to make up for the failed ones they had.
- How well are you implementing your strategies? We are doing a very good job of implementing our strategies.
- How do you know whether it is or is not helping you make progress toward your goal? This will be based on our data. We also know we are a small school and one student can make a difference in our numbers. Based on this year, one student did make a difference. We will look at this as a yearly goal as well as multi-year goal.

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?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ 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: ___ On Track ___ Not on Track ___ 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: ___ Achievement Goal ___ 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: ___ On Track ___ Not on Track ___ 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 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?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ 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: ___ On Track ___ Not on Track ___ 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: ___ Achievement Goal ___ 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: ___ On Track ___ Not on Track ___ 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.