



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

District or Charter Name:

Grades Served:

WBWF Contact: David Treichel
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A and I Contact: NA
Title: NA
Phone: NA
Email: NA

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual 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.WordsBestWorkForce@state.mn.us.

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

- *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.*

[WBWF webpage](#)

- *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 A&I plan for participating districts) for the 2017-18 school year.*
 - o *October 30, 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)
David Treichel	Director of Teaching and Learning	
Dr. Deb Henton	Superintendent	
Dr. Lori Zimmerman	Elementary Principal	
Todd Tetzlaff	Middle School Principal	
Coleman McDonough	High School Principal	
Stephanie Wendell	MS/HS Parent Representative	
Pamela Newbauer	Middle School Teacher	
Juanita Worthley	High School Teacher/parent	
Tammi Grams	Elementary Parent	
Rebecca Whiting	Middle and High School Parent Representative	
Jess Thelander	Business Representative	
Tyler Whiting	Student Representative	
Denise Besch	Instructional Coach	
Michelle Trunk	Instructional Coach	

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*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - *What are the root causes contributing to your gaps?*
 - *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?*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *What efforts are in place to increase the diversity of the teachers in the district?*

The Director of Teaching and Learning annually reviews with district leadership and district advisory committees teacher/student distribution of all subgroups in relation to teacher qualifications. The superintendent and school board identify resources during the comprehensive budget process to equitably distribute highly qualified teachers. Through student achievement gap data analysis, teacher and parent feedback, the district leadership team was able to identify and confirm a need to provide more experienced support staff for American Indian students.

North Branch Area Public Schools (NBAPS) utilizes the instructional support team and Professional Learning Communities at each school to support learning and increase use of effective instructional strategies in each classroom for all learners. NBAPS new teacher induction program wraps instructional supports and experienced teacher mentors for each new teacher through their non-tenure years to ensure all students are receiving the most prepared and experienced teachers.

During the 2017-2018 school year 90.3% of the students were White, 3.7% Hispanic or Latino, 0.9% American Indian or Alaska Native, 2.0% Asian, 1.0% Black or African American, and 2.2% two or more races. The diversity of staff closely matches the student demographics. The percentage of students receiving free and reduced price lunches is the highests at the elementary level. Knowing this, building and district leadership ensure experienced teachers and support staff are in place and available for students who are “at-risk”.

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 students enrolled Oct. 1st in a PreSchool Readiness Class (Ages 4 & 5) at North Branch Area Education Center who are “on target” as measured by the Letter Sound Fluency (LSF) test will increase	In the Spring of 2018, 43.8% of all students enrolled in a PreSchool Readiness Class (Ages 4 and 5) at North Branch Area Education Center were “on target” as measured by the	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track

from 39% spring of 2017 to 60% by spring 2018.	Letter Sound Fluency test.	<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 kindergarten</p>
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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?

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- Fall kindergarten data indicates that many students are not coming to kindergarten meeting fall benchmark targets in early literacy. Letter sound fluency is one measure for us to easily track where kids are at in this area. We can disaggregate this data by classroom, gender, or SPED status.
 - Currently, we are moving from on-demand assessments (Individual Growth and Development Indicators) to more authentic, embedded assessment (Teaching Strategies Gold). As a result, we will have different data for students in the area of literacy.
 - Given the number of students coming to kindergarten meeting fall benchmark targets, we have chosen to move our school readiness goal to one of ensure that students are screened as early as possible so that we can reach students/families sooner and prior to kindergarten entry if they need supports, interventions, or even access to preschool programs. We are increasing our outreach to families of children turning 3 as well as our marketing/outreach to other agencies with whom those families might be in contact - clinics, child care providers, faith communities, businesses and social media. We will know we have been successful when we screen a greater percentage of our 3 year old children.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
The percentage of all students enrolled Oct. 1st in grade 3 at Sunrise River Elementary School who are proficient as measured	In the Spring of 2018, 57% of all students enrolled Oct. 1st in grade 3 at North Branch Area Public Schools - Sunrise River Elementary School were	<p>Check one of the following:</p> <p>Multi-Year Goal:</p>

<p>by the Reading Minnesota Comprehensive Assessment (MCA) will increase from 59.9% in spring of 2017 to at least 71% in spring of 2018.</p>	<p>proficient as measured by the Reading MCA.</p>	<p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
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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?*
- *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?*

NBAPS continuously examines data such as MCA, FAST measurements, including aReading and intervention assessments from progress monitoring, Tier II and III interventions, formative and summative data, classroom walkthrough evidence, attendance and behavior data. The Sunrise leadership team in consultation with SCRED and district staff examine trend data at year's end in preparation for setting goals and aligning supports to meet needs. The data is disaggregated to determine root causes. The leadership team takes a deeper dive into two categories (Free and Reduced and Special Education) since our n value for other categories falls below state reporting thresholds. That is not to say we do not examine the data, but we prioritize data and services to maximize staffing and support costs.

Early, frequent intervention is a focus for NBAPS starting with communication to families and area service providers. It is vital to communicate effective strategies for the home and attract families to NBAPS early schooling options. Our instructional growth model is standards driven; supported by PLCs and the Instructional Support Team. Building and district level data teams assess benchmarking data, walkthrough data, classroom formative and summative data, and behavior and support data throughout the year to determine impact on achievement.

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>In order to close the math achievement gap the number of students receiving Free and Reduced (F&R) lunches that are proficient on the Math MCA in grades 3-8 and 11 will increase 6.1% per year over the next seven years.</p> <p>In order to close the reading achievement gap the number of students that are receiving Free and Reduced (F&R) lunches that are proficient on the Reading MCA in grades 3-8 and 10 will increase 5.6% per year over the next seven years.</p>	<p>In the Spring of 2018, students receiving F&R lunches that were proficient on the Math MCA in grades 3-8 and 11 decreased 2.3%</p> <p>In the Spring of 2018, students receiving F&R lunches that were proficient on the Reading MCA in grades 3-8 and 11 decreased .1%.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</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?*
- *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?*

Academic achievement between high performing groups and low performing groups continues to be a focus for North Branch Area Public Schools. Students receiving special education services and students receiving free and or reduced lunches continue to underperform when compared to their peers. Continuous review of attendance, behavior, classroom walkthrough data, classroom formative and summative data, MCA data along with teacher feedback used by district and building level problem solving and leadership teams assist in determining root cause as well as progress toward goals.

Positive Behavior Interventions and Supports are in place across the district. The Early Childhood program is in the first full year of implementing the Pyramid Model supporting social-emotional competence in young children. Middle-Level leadership continues to support academic and behavior supports through their RED (Respectful, Enthusiastic and Determined) initiatives. While the high school saw the number of F's 9th-grade students were earning in half through the work of BARR (Building Assets Reducing Risks) team. Our instructional growth model for improving teacher instruction, re-envisioning professional learning communities, well developed new teacher induction program are just some of the additional ways NBAPS teams are attempting to close the achievement gap.

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>In order to prepare all students for college and/or career, the percentage of students meeting all four college readiness benchmarks will increase from 19% in 2015-16 to 24% in 2018-2019 school year measured by the ACT to ensure career and college readiness.</p>	<p>25% of all students taking the ACT met all four college readiness benchmarks.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</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?*
- *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?*

Preparing learners for career/college is our focus for all staff and students. Conversations begin at elementary school and progress through years in the development of the student's career and college readiness plan in the 9th through 12 grades culminating

with earning their diploma. NBAPS uses the ACT as a data point when monitoring progress toward this goal.

Our effectiveness in preparing all students for college and/or career starts with supporting students reaching annual growth goals and intervening early and often when evidence to the contrary is presented. PLCs play a vital part in assessing student progression in learning standards, determining evidence-based instructional methods while differentiating instruction for high and low performing students. Meeting weekly to discuss and evaluate student evidence is key.

Although we are pleased we met our long-term goal, continuous improvement remains our focus. Student and teacher feedback is assisting NBAPS refine the process for assessing readiness for college and/or career. All students are given the opportunity to participate in the ACT. To provide more personalization and equity, students depending on their career path now have the choice to take the Accuplacer and the Armed Services Vocational Aptitude Battery (ASVAB) test.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>In order to meet the WBWF 2020 - 90% graduation rate goal as outlined by the state of MN, NBAPS increases its 4-year graduation rate from 83.6% in 2016 to 90% in 2017-2018.</p>	<p>88.74% of students attending North Branch Area High School graduated in four years</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <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?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *Met goal and making progress*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Starting in grade nine, students earn credit for graduation. Through their high school career building, leadership teams and PLCs monitor credits earned, students earning no credit, classroom formative and summative data; behavior, attendance, and classroom walkthrough data. Ensuring leadership structures and systems are in place is critical. BARR is an evidence-based system established over a year ago to reduce the number of failing grades in grade nine. Through effective implementation, the number of failing grades was cut in half. Building leadership teams established effective data review teams at all grade levels, along with PBIS. The Director of Teaching and Learning and Supervisor for Student Supports conduct three accountability checks to ensure integrity of services along with identifying areas of growth, such as providing additional support in trauma-informed and restorative justice practices.

Although progress toward the graduation goal was made during the 2017-2018 school year, building leaders and staff continually re-examine data to improve practices. Over a year ago the director of teaching and learning and the high school principal started a process for building and district leaders to examine ways to provide more personalized learning and equity to ensure all students graduate prepared for college and/or career.

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>

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- *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?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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- *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.