2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at **Venessa.Moe@state.mn.us** if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document **here**.

Cover Page

District or Charter Name

0811-01 Wabasha-Kellogg Public School Dist.

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Stacy Schultz

WBWF Contact Title

Principal

WBWF Contact Phone Number

651-565-3559

WBWF Contact Email

sschultz@wkfalcons.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) **for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.**

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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 link to the district's WBWF annual report and A&I materials.

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.

https://www.wabasha-kellogg.k12.mn.us/sites/wabasha-kellogg.k12.mn.us/files/files/Private_User/jfreihammer/2019WBWF%26A-IWabasha-KelloggSummary-WK_1.pdf

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. <u>Report on this measure for the 2019-2020 school year.</u>

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 2019-20 school year.

Nov. 13, 2019

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. <u>Report on your membership list.</u>

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Jim Freihammer

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Stacy Schultz

Role in District

Principal

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Linda Vaplon

Role in District

 ADSIS Teacher

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Heather Kosik

Role in District

 Student Success Director

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Heidi Purvis

Role in District

 English Teacher

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Neil Hedquist

Role in District

 CTE Teacher

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Kristi Kropp

Role in District

 Parent

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Chelsea Lehnertz

Role in District

 Parent

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Mary Funk

Role in District

 School Board Member

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Sharleen Klennert

Role in District

 School Board Member

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Lisa Meyer

Role in District

 School Board Member

Part of Achievement and Integration Leadership Team?

 No

Equitable Access to Effective and Diverse Teachers

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.

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?
Who was included in conversations to review equitable access data?
(200 word limit)

Our district generally has 2 sections per grade level. In the elementary, we split students into balanced groups taking into account achievement, strengths/challenges of students, ELL needs, Special Education needs, gender, etc. At the secondary level, our 7-9 students generally have similar schedules with one teacher teaching each course. We make use of our student information system to assign students first by demographic balance and make adjustments for other factors like ELL and/or Special Education needs in an attempt to create the best opportunity for learning for all. Therefore, they all have equal access to the same instructors. Our instructors have an average of 10 years of service in our district, so the teaching staff is very stable. We review the data yearly before making classroom assignments.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

We ensure that our teachers are highly qualified and licensed for their assignment. Occasionally, we are unable to hire for a specific licensure, and in those cases, we hire the best teacher that can be licensed through tier 1 or tier 2. We use our student information system to schedule our students to ensure the most heterogenous environment as possible whenever possible. At the secondary level, there is one teacher per content area for a grade level. We use common websites to post positions in hopes of providing an equal opportunity to all teacher candidates that would like to work in Wabasha-Kellogg School district. We use FastBridge data to determine student needs for Title I/ADSIS interventions and incorporate that data in our PLC process for classroom teachers to use and implement Tier 1 and Tier 2 interventions. We use this data to create goals for our students who are significantly behind their peers.

WBWF Requirement: WBWF 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.
Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
(200 word limit)

We have approximately 3% Hispanic students, 3% African-American students and 3% students who represent 2 or more races. To match the racial and ethnic student groups in our district we would need to hire 3-4 teachers. We post our teaching positions on common sites that we believe teacher candidates would see. We have encouraged parents who have shown interest in teaching or working as a paraprofessional to apply for appropriate staff openings when they have become available. We do employ teachers of diverse backgrounds in the areas of religious practice, gender, socioeconomic background, sexual identity, and age.

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?

(200 word limit)

We are pursuing the goal to hire one paraprofesional and/or teacher of color in the next year to begin to more accurately reflect our student body. We would do this by making our goal more public, actively pursuing social media organizations that target educators of color, and providing mentoring and training to ensure a smooth transition.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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 2019-20 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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percent of students that demonstrate readiness skills for kindergarten will remain at 90%.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

Unable to collect this information due to Covid-19 distance learning.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The 2019-20 MCA III Goal is 70% meet or exceed, 30% partially meet or not meet at all.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We were unable to administer MCA-III in 2019-20 school year.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase percentage of students improving or maintianing achievement level according to the North Star Academic measures by 5% in each sub-group in math and reading.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report.

Goal Status

Check one of the following:

Unable to report

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We did not have this data due to not administering MCA-III assessments.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

The district will develop career and college ready checklists for all grade levels (K-12) and also ensure that every 9th grade student has a Personal Learning Plan that includes key elements like academic scheduling, career exploration, career and employment related skills, and community partnerships during the 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

100% of students met this goal.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We use MCIS to manage student information within their PLP, all 9th grade students take a career exploration class. They also take one as seniors. PLP's are reviewed annually and updated.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The district will have a 100% graduation rate for the 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

One student did not graduate last year. This is a 97% graduation rate.

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

PLC and Student Services meetings occur weekly to determine students at-risk of failing a course and determine interventions. Student Service team members implement interventions with the assistance of teachers and other support staff. The school counselor meets regularly with studnets to determine progress toward graduation and preparation for plans beyond high school. We implemented a class for our most at-risk students utilizing a counselor, math teacher, and school resource officer to build relationships, skills, and provide academic support.

Do you have another goal for **All Students Graduate?**

No

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1606327974_5fbe9ea67a1ba9.69652932&sg_navigate=start