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

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
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, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@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

Caledonia Area Public Schools ISD #299

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Craig Ihrke

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

507-725-3389

WBWF Contact Email

craig_ihrke@cps.k12.mn.us

Did you have an MDE approved Achievement and Integration plan

implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

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

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

https://www.cps.k12.mn.us/page/3771

Provide the direct website hyperlink 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.

November 19, 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 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Craig Ihrke	Superintendent	
District Advisory Committee Member	Mary Morem	MS/HS Principal	
District Advisory Committee Member	Gina Meinertz	Elementary Principal	
District Advisory Committee Member	Nancy Runningen	Community Education Director	
District Advisory Committee Member	Jared Barnes	School Board Member/Parent	
District Advisory Committee Membe	Noah King	Student	
District Advisory Committee Member	Isabel Allen	Student	
District Advisory Committee Member	Mitch Mullins	Teacher	
District Advisory Committee Member	John Wahlstrom	Teacher	
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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)

⌐ll Caledonia Area Public Schools is a small school district with fewer than 700 students K-12. As such, our teaching staff is also small. All of our teachers are licensed teachers providing instruction in the area of their licensure. The district administration which consists of a K-5 principal, Middle School/High School principal and district superintendent, work to ensure access to experienced, effective, and in-field teachers. At present the district has not found any gaps related to the equitable access for low-income students, students of color, or American Indian Students. Because our district is small, all of our students have the same access to all of our teachers.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

Access to Diverse Teachers
o At present the district has not found any gaps related to the equitable access for low-income students, students of color, or American Indian Students. Because our district is small, all of our students have the same access to all of our teachers.

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)

*In Caledonia, we work to recruit the best available teachers.
*We have relationships with local colleges and actively seek out student teachers in our buildings. *We advertise on a large scale to try and attract from the largest pool of applicants possible.

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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

The population in our school district is not very ethnically diverse.
*0.8 % of our students identify as Hispanic or Latino.
*0.0% of our students identify as American Indian or Alaska Native
*0.1% of our students identify as Asian
*1.4% of our students identify as Black or African-American.
0.0% of our students identify as Native Hawaiian or Pacific Islander.
*96.1% of our students identify as White.
Our current teaching staff does represent our student demographics quite well. We are always on the lookout for the most qualified candidates and would love to diversify our staff ethnically.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

We have not had much success getting ethnically diverse 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?

(200 word limit)

Our district works hard to establish and maintain relationships with local colleges. The relationships with the colleges get us access to student teachers and helps us recruit teachers. Our principals have worked to become University Supervisors at Winona State University and have worked to actively recruit pre-service teachers to our district.

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.

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 2018-19 school year.

90% of Caledonia Hand-In-Hand 4 year old preschool students will reach the Fastbridge spring benchmark composite score of 32.0 or greater by the end of the 20182019 School year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

96% of Caledonia Hand-in-Hand 4 year old preschool students scored 32 or greater at the end of the 2018-2019 school year.

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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(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?
*At Caledonia Area Elementary School, we utilize FastBridge assessment data as well as the Independent Reading Level Assessments from the American Reading Company for our preschool students.

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 2018-19 school year.

The percentage of all students enrolled in grades 3-5 at Caledonia Area Elementary School for at least half the year who are proficient on the Reading tests (MCA and MTAS) will increase from 67.5% in 2018 to 69.5% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

65.3% of students in grades 3-5 achieved proficiency in 2019 on state assessments.

Goal Status

Check one of the following:

Goal Not 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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

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?
⊣l At Caledonia Elementary School, we utilize previous year MCA data, FastBridge data, and NWEA/MAP data to disaggregate by student groups.
• What strategies are in place to support this goal area?
⊣l At Caledonia Elementary School, we use the Independent Reading Level Assessments to individualize instruction for all of our students.
• How well are you implementing your strategies?
⊣l We feel we are implementing the strategies well. It is however difficult to compare one year to the next as our numbers are fairly small, which can skew data from year to year.
• How do you know whether it is or is not helping you make progress toward your goal?
⊣l Data collected on Independent Reading Level Assessments indicates individual student improvement. FastBridge data also supports independent reading growth.

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 2018-19 school year.

According to October 1 enrollment, Caledonia Public Schools will decrease the low growth percentage of students on the Minnesota Growth Index MCA III Reading Tests from 27.9% to 25.9%.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

28.4% of Students enrolled in grades 3-5 achieved low growth

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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(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 Minnesota Growth Index for MCA III reading. This data is not disaggregated by student groups. We only have two student groups with cell size large enough to count (Special Education, and Free and Reduced). We will likely change this goal to try and improve those two groups.
• What strategies are in place to support this goal area?
⊣ We worked with individual students who showed low growth on individual basis. We utilized WIN time in the middle school and high school settings to try to provide for individual student needs.
• How well are you implementing your strategies?
⊣ Numbers indicated the strategies worked well with middle school students. The numbers also indicate that the strategies did not work as well with other students.
• How do you know whether it is or is not helping you make progress toward your goal?
⊣ Based on the numbers, it looks as though our middle school strategies have worked well. We will need to try and replicate these strategies with our other students.

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 2018-19 school year.

100% of the 2019 graduating students of Caledonia Public Schools will have a goal sheet set and long-range plan written and in theri personalized folder.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

100 % of the 2019 graduating students of Caledonia Public Schools did have a goal sheet set and long-range plan written and in their personalized folder.

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?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(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?

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 2018-19 school year.

We have a continual goal of our graduation rate staying above 95% of students graduating.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

100% of our seniors graduated in the 2018-2019 school year.

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(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?

⊣l We have graduated at or near 95% or higher over the past several years.

• What strategies are in place to support this goal area?

⊣l Being that we graduate less than 80 students each year, we know our students very well and can provide personal attention to each student.

• How well are you implementing your strategies?

⊣l Our steady graduation rates near 95% or higher indicate our strategies are working well.

• How do you know whether it is or is not helping you make progress toward your goal?

⊣l Being that we have attained our goal of above 95% graduating, that gives us a good indication that things are going well.

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

No

Achievement & Integration

This section is only required for districts with an **approved Achievement and Integration plan during the 2018-19 school year**.

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 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, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1574274151_5dd584673beab1.38081996&sg_navigate=start