DEPARTMENT OF EDUCATION

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

District or Charter Name:

Grades Served:

WBWF Contact: Melany Wellnitz

Title: Director, Teaching & Learning

Phone: 507-825-6756 ext. 4216

Email: Melany.wellnitz@pas.k12.mn.us

A and I Contact: Melany Wellnitz

Title: Director, Teaching & Learning

Phone: 507-825-6756 ext. 4216

Email: Melany.wellnitz@pas.k12.mn.us

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)
Kristina Meulebroeck	Parent/Community Member	
Mary Lapthorn	Parent/Community Member	
Reggie Gorter	Parent/Community Member	
Deb Anderson	Teacher	
JoAnn Alverson	District Instructional Coach	
High School Student Council Rep	Students	
Melany Wellnitz	Director, Teaching & Learning	
Kevin Enerson	Superintendent	

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?
    - **Preliminary and final MCA data was disaggregated in July/August. District Administration and Building Leadership Teams reviewed the data as well as the District Math Team before school started. FRP students and which courses, especially math, they were enrolled in and who taught them was reviewed.**
  - Who was included in conversations to review equitable access data?
    - **Administration, Building Leadership Teams, District Math Team, and WBWF District Advisory Team.**
  - What equitable access gaps has the district found?
    - **Only students in Grades 7 and 8 Accelerated Math courses are proficient on the MCA Math Assessment. This includes very few FRP students or students of color/American Indian students. These courses are taught by our most tenured math staff. Non-accelerated math courses are also taught by these same most tenured math staff.**
  - What are the root causes contributing to your equitable access gaps?
    - **Students are sorted beginning in sixth grade into accelerated and non-accelerated paths.**
  - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
    - **Accelerated math classes for 2019-2020 school year will begin in tenth grade. Foundational math skills and appropriate grade-level standards will be taught to all students in Grades 7-9.**
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
    - **Our goal is that by the 2021-22 school year all math courses will be fully aligned with the standards and the shifts will have been implemented for students to choose the math path they would like beginning in Grade 10.**

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.

  o Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

    - **Our Hispanic or Latino, American Indian or Alaskan Native, Asian, and Black or African American students are not represented in our licensed teaching staff.**

  o How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

    - **We have around 80 licensed staff members. Our current Hispanic or Latino population is 15%. We would need approximately 12 licensed staff members of Hispanic or Latino race/ethnicity to reflect our student population.**

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

    - **We do not receive any applicants of color or Hispanic or Latino ethnicity.**
    - **Regional economy does not currently attract licensed teachers of Hispanic or Latino ethnicity. Much of the industry in our region attracts non-educator-licensed individuals of Hispanic or Latino ethnicity to the pork or milking industry.**

  o 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?

    - **Our goals are to advertise early and broadly for positions we have available in our district.**
    - **We currently employ three paraprofessionals of Hispanic or Latino ethnicity who work to support our students in classrooms as well as in the enrollment/guidance office.**
    - **Our high school students have the opportunity to participate in Educators Rising to encourage and support students of color to become educators.**

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.

____X__ 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
• Ensure children in our communities are ready for Kindergarten. *(This is not a SMART goal. District is in strategic planning now to create SMART goals for the WBWF and District goals.)*	91 students were enrolled in preschools at the district during the 2018-2019 school year. Our preschool began work in the 2018-2019 school year on the Classroom Engagement Model. Their self-rating for Benchmark of Quality is as follows: Fall 2018 = 28% Spring 2019 = 56% Fall 2019 = 81%	*Check one of the following:* _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten

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?
  - Preschool enrollment data, CEM Benchmark of Quality rating data, census data for preschool and kindergarten, Kindergarten Round-up student in-take forms, TSGold kindergarten readiness data
- What strategies are in place to support this goal area?
  - Through CEM work, staff are improving the quality of instruction, engagement, and ensuring the ECIPS are being taught.
- How well are you implementing your strategies?
  - Based upon the CEM Benchmark of Quality data, implementation is moving in a positive manner.
- How do you know whether it is or is not helping you make progress toward your goal?
  - The readiness of students for kindergarten has grown based on skills students have during Kindergarten Round-up. Enrollment at the district's preschool has maintained around 90.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Implement interventions to ensure each child reads a grade level by third grade. *(This is not a SMART goal. District is in strategic planning now to create SMART goals for the WBWF and District goals.)*	Nine less third graders were in the achievement level of Meets on the 2019 Reading MCA as compared to 2018. Percent of not proficient PAS third graders rose from 48% in 2018 to 54.6% in 2019. 68% of our FRP third grade students were not proficient on the 2019 Reading MCA while 60% of our FRP third grade students were not proficient on the 2018 reading MCA.	***Check one of the following:*** __ On Track (multi-year goal) _X_ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3

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?

  - MCA Reading Data disaggregated by FRP v. Non-FRP as well as by Sped and ethnicity.
  - FAST aReading and CBMreading

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

  - In the third year of implementation of new reading curriculum in grades K-6.
  - In second year of using FAST to progress monitor students who are at some risk and high risk.
  - In second year of screening students K-8 with a dyslexia screener.
  - Reading Corp in grades K & 1. Will work hard to obtain and maintain Reading Corp staff for grades 2-4 in 2019-2020.

- How well are you implementing your strategies?

  - The negotiables & non-negotiables for the reading curriculum have had walk-throughs for fidelity, but no formal monitoring has been conducted. A practice profile is planned to be created during the fall/winter of the 2019-2020 school year to enable formal fidelity checks to be conducted and reviewed.

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

  - In grades K-2, students are showing growth in reading based on FAST assessments. Kindergarten FAST earlyReading scores are at the highest they have been in many years: At or above grade level in the fall was 57%, winter 82% and spring 77%. First grade rose ten percentage points in the spring above recently recorded scores at 79% at or above grade level. The increased proficiency in the lower grades will allow progress to be made with all third graders being proficient in reading.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status

• Improve MCA math and reading performance at each grade level to the state average
  ○ Work to align curriculum and standards
  ○ Provide professional development for teachers
 	
(This is not a SMART goal. District is in strategic planning now to create SMART goals for the WBWF and District goals.)
	As a district 43% of our students in grades 3-8 & 10 are not proficient in reading. *(Down from 49% in 2018.)*
	
	As a district 50% of our FRP student group is grades 3-8 & 10 are not proficient in reading. *(Down from 60% in 2018.)*
	
	As a district 58% of our students in grades 3-8 & 11 are not proficient in math. *(Up from 57% in 2018.)*
	
	As a district 68% of our FRP student group in grades 3-8 & 11 are not proficient in math. *(Down from 70% in 2018.)*
		Check one of the following:
		__ On Track (multi-year goal)
		_X_ Not On Track (multi-year goal)
		__ Goal Met (one-year goal)
		__ Goal Not Met (one-year goal)
		__ Met All (multiple goals)
		__ Met Some (multiple goals)
		__ 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?

  ○ MCA Data
  ○ All students & FRP Students

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

  ○ Alignment of MN Academic standards in Math to the math courses that are taught in grades 7-12
  ○ District creation of in 2018-2019 and reflection/editing of in 2019-2020 common course guides and grade-level checklists to align MN Academic Standards at each grade level and in each content area.

- How well are you implementing your strategies?

  ○ Principal walk-throughs in 2018-2019 indicated improvement of staff posting, discussing, and referring to the standard/benchmark students are learning for the day/class period.
  ○ Course guides and grade-level checklists were reviewed by administration and edits were recommended to staff to be made before the 2019-2020 school year.
  ○ Slow, forward progress one step at a time.

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

  ○ Exit tickets from each PLC during the 2018-2019 & 2019-2020 school years
  ○ Staff are discussing standards/benchmarks as grade levels and content areas and adjusting lesson timing and instructional strategies.
  ○ FAST data in reading/math from Fall/Winter/Spring assessments

- MCA 2020 data
- Fidelity of implementation data in 2019-2020 school year

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
• Ensure students are college or career ready at graduation *(This is not a SMART goal. District is in strategic planning now to create SMART goals for the WBWF and District goals.)*	68% of our 2017 graduates were enrolled in an institution of higher learning. (Down from 74% of the 2016 graduates.) 52% of our 2017 graduates in the FRP student group were enrolled in an institution of higher learning. (Up from 44% of the 2016 graduates.) Only 5% of our 2017 graduates were enrolled in developmental education during first two years of college which puts PAS significantly below the statewide 19%.	***Check one of the following:*** _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ 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?

  - MN Report Card College-going Data
  - Non-FRP vs. FRP
  - SLEDS data

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

  - Advanced coursework with Colleges - concurrent enrollment
  - Connection with MN West - MN Transfer Curriculum and Articulation
  - CEO program participation in 2018-2019 school year.
  - Post-Secondary Transition Plan - outlining plans for students to achieve graduation and plan for post-secondary.
  - Guidance programming - Counselors and Testing Coordinators

    - Test Preparation for students who take the ACT
    - Some juniors/seniors take the ASVAB
    - Career planning opportunities and awareness

- How well are you implementing your strategies?

  - PAS continues to review and discuss this area. With updating our strategic plan and brining all educational buildings to one campus, we are looking ahead to the future as we plan for all students being career and college ready.

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

  - While 68% of our students are enrolling in college of some sort, we are aware that our students require significantly less remediation in college.

All Students Graduate

Goal	Result	Goal Status
• Strive for 100% graduation rate *(This is not a SMART goal. District is in strategic planning now to create SMART goals for the WBWF and District goals.)*	In 2018 76.2% (48) student graduated. Of those 48 graduates, 66.7% (26) were of the FRP student group.	*Check one of the following:* __ On Track (multi-year goal) _X_ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12

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?

  - MN Report Card Graduation Data
  - Non-FRP vs. FRP

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

  - Advanced coursework with Colleges - concurrent enrollment
  - Connection with MN West - MN Transfer Curriculum and Articulation
  - CEO program participation in 2018-2019 school year.
  - Post-Secondary Transition Plan - outlining plans for students to achieve graduation and plan for post-secondary.
  - Guidance programming - Counselors and Testing Coordinators

    - Test Preparation for students who take the ACT
    - Some juniors/seniors take the ASVAB
    - Career planning opportunities and awareness

- How well are you implementing your strategies?

  - This area needs to be reviewed in the 2019-2020 school year as we are not at the 100% graduation rate.

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

  - We do not at this point. We need to review our processes/practices/strategies in this area and make changes to improve our graduation rate to 100%.