



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: Martin Heidelberg

A and I Contact: Martin Heidelberg

Title: Superintendent

Title: Superintendent

Phone: 320-264-1412

Phone: 320-264-1412

Email: mheidelberg@kms.k12.mn.us

Email: mheidelberg@kms.k12.mn.us

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

X Yes ___ 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.

- www.kms.k12.mn.us
- www.kms.k12.mn.us

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.

- November 12, 2019

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)
Pat Berg	Community Resident	
Eric Rudningen	Community Resident	
Kyle Anderson	Community Resident	
Amber Doering	Parent	
Harmon Wilts	Board Member	
Phil Hauge	Parent	
Kevin Strandberg	Community Resident	
Ted Brown	High School Principal	
Pam Mansfield	Parent	
Shannon Meyer	Teacher	
Jeff Keil	Elementary Principal	
Alison Nelson	Community	

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 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? In the 2018-19 school year licensure for KMS certified teachers is determined to be appropriate as verified through STAR. The review of STAR data is done annually by administration.
 - Who was included in conversations to review equitable access data? Building principals, social workers, school counselors.
 - What equitable access gaps has the district found? The student population of KMS Schools permits 7-12 grade students to have access to all core course teachers and the opportunity to choose course electives. The placement with a teacher of students in grades K-6 is determined through a review process of the needs of each child and the best support for his/her achievement by the grade level teachers, social worker, and principal.
 - What are the root causes contributing to your equitable access gaps? The overall district student population and number of certified staff lends itself to a more equitable distribution of students across all grade level and subject area teachers.
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? The KMS School District has established an established Teacher Development and Evaluation system that supports and provides ongoing professional development for all Pk-12 teachers. Additional professional development, mentoring, and specific improvement plans are provided to ensure that every child will have equal opportunity of having a prepared, licensed, and experienced teacher.
 - What goal(s) do you have to reduce and eventually eliminate equitable access 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? In each of the following groups, Black-African American and Asian, we have fewer than four students present that are not represented in our licensed teacher staff.
- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? Two
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? The very small number of students in these racial and ethnic groups greatly increases the challenge of attracting teachers of color 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?

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
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>In the total 2018-2019 school year pre-school population 92% or greater of the three to five year old children enrolled in our early childhood programs will be at or above the target in letter naming and letter sound on the Reading Corps Early Literacy Measures.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>At the end of the 2018-2019 school year, 92% of the total population of children ages three to five years old were at or above the target in the areas of letter naming and letter sound on the Reading Corps Early Literacy Measures.</p>	<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?
 - All children are assessed using the Teaching Strategies Gold Assessments
 - All children are assessed using the Minnesota Reading Corps Assessments
 - With consideration given to children receiving special education and EL services, data is disaggregated into groups: Does not meet, Meets, Exceeds
- What strategies are in place to support this goal area?
 - Weekly progress monitoring
 - Research based curriculum implemented in all classrooms
 - Ongoing planned professional development
 - Trained teacher coach
 - Daily tiered interventions
- How well are you implementing your strategies?
 - We are collaborating with the Minnesota Centers of Excellence to provide support, guidance and delivery of strategies
- How do you know whether it is or is not helping you make progress toward your goal?
 - Observation data from trained coaches and early childhood experts
 - Progress monitoring

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>The percentage of FRP and NFRP students enrolled in grade 3 at KMS Elementary who are proficient on the MCA and MTAS will increase to 64%.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The percentage of all FRP and NFRP students enrolled in grade 3 at KMS Elementary who are proficient on all reading state accountability tests(MCA, MTAS) did increase to 64%.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> X 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 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?
 - MCA and MTAS student data for multiple years
 - FAST data
 - Data were disaggregated by individual student
 - Free and reduced price and non-free and reduced price student groups data were disaggregated
- What strategies are in place to support this goal area?
 - K-6 reading scheduled in 180+ minute blocks of uninterrupted reading time
 - All 2018-19 Pk-6 PLT's goals have a reading focus
 - Guided Reading implemented K-6 with common planning time w/ teacher coaches
 - Implemented planned system of screening, assessing, benchmarking K-4 students
- How well are you implementing your strategies?
 - Ongoing professional development
 - Teacher coaches at all grade levels
 - Monthly monitoring of the intervention framework and staff by regional literacy expert
- How do you know whether it is or is not helping you make progress toward your goal?
 - Complete routine progress monitoring
 - Individual student data points check

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>The proficiency gap between Non-FRP and FRP student groups enrolled the full academic year in KMS Public Schools, on the state accountability tests will decrease from 16.8% in 2018 to 15.7% in 2019 by increasing the proficiency rate of each student group in the following way:</p> <ol style="list-style-type: none"> Non-FRP students from 65% in 2018 to 68% in 2019 and FRP students from 46.8% in 2018 to 58% in 2019 	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The NFRP and FRP student groups proficiency on the state accountability test both decreased in 2019. The NFRP decreased by 3.5% and the FRP decreased by 1.6% resulting in an overall</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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?
 - MCA and MTAS results
 - FAST
 - Data is disaggregated into groups by FRP and NFRP students
- What strategies are in place to support this goal area?
 - Math Coaches time is planned for K-3 and 4-6 grade teachers
 - Specific planned grade level professional development
 - Expanded time and frequency for PLT meetings
 - Teacher Growth and Development Plan targets math specific growth areas
- How well are you implementing your strategies?
 - Grade level meetings with math coach
 - Individual training and support from math coach
 - SEL training for teachers
- How do you know whether it is or is not helping you make progress toward your goal?
 - PLT bi-monthly meetings follow data review process
 - Individual growth and development plans
 - Problem Solving, TAT, team conducts weekly reviews of students exhibiting academic/behavioral challenges

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>All KMS students enrolled in grade 8 will take a Pre-Career/College interest inventory and ACT in preparation for high school. Starting in grade nine all students are teamed with one teacher in groups of 10-12 students which will remain intact through graduation. Teams meet daily for lessons and work on short & long-term personal, high school, post-secondary, career goal-setting. Planning and content delivery is guided through the Ramp up to Readiness program.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>All students by the end of grade 10 took two Career and College Inventory and Pre-ACT tests. By grade level all students were placed in teams and participated in specific planned and teacher delivered Ramp Up to Readiness activities during their</p>	<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?
 - Pre-Act
 - ACT
 - MCIS
 - Data are disaggregated by grade level groups
- What strategies are in place to support this goal area?
 - Individual one to one student / counselor sessions to plan, review, modify, and research personal college to career plans
 - Ramp Up to Readiness program for all students grades 7-12
 - College fair for all grade 10 students
 - Career fair
 - Internships
 - Local busing partnerships and externships
- How well are you implementing your strategies?
 - Each year all students enrolled in grades 7-12 are participating in a minimum of three career to college programs, events, activities
- How do you know whether it is or is not helping you make progress toward your goal?
 - Continued implementation of graduate exit surveys
 - Quarterly teacher/student interviews
 - Percent of students graduating and number of students enrolling in post-secondary education

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>KMS Schools will maintain a graduation rate above 90% as recommended by the Minnesota Department of Education.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The 2019 graduation rate for all students enrolled in KMS Schools during the 9-12 grades was 100%</p>	<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?
 - Graduation data by all student groups are evaluated
- What strategies are in place to support this goal area?
 - Quarterly monitoring at all grade levels 9-12
 - Targeted supports for all at-risk student groups and/or students experiencing life-changing events
- How well are you implementing your strategies?
 - All students are on track or have a support plan for graduating on time
- How do you know whether it is or is not helping you make progress toward your goal?
 - Continued high percentages; above 95% 3yr average

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?												
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The proficiency gap between Non-FRP and FRP student groups enrolled the full academic year in KMS Public Schools, on the state accountability tests will decrease from 16.8% in 2018 to 15.7% in 2019 by increasing the proficiency rate of each student group in the following way:</p> <ul style="list-style-type: none"> a. Non-FRP students from 65% in 2018 to 68% in 2019 and b. FRP students from 46.8% in 2018 to 58% in 2019 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <table border="1" data-bbox="740 842 963 1068"> <thead> <tr> <th>Group</th> <th>2017 Baseline</th> </tr> </thead> <tbody> <tr> <td>NFRP</td> <td>65.7%</td> </tr> <tr> <td>FRP</td> <td>48%</td> </tr> <tr> <td>Gap</td> <td>17.7%</td> </tr> </tbody> </table>	Group	2017 Baseline	NFRP	65.7%	FRP	48%	Gap	17.7%	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <table border="1" data-bbox="992 852 1115 1142"> <thead> <tr> <th>2019</th> </tr> </thead> <tbody> <tr> <td>63.4%</td> </tr> <tr> <td>43.3%</td> </tr> <tr> <td>20.1%</td> </tr> </tbody> </table>	2019	63.4%	43.3%	20.1%	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>
Group	2017 Baseline															
NFRP	65.7%															
FRP	48%															
Gap	17.7%															
2019																
63.4%																
43.3%																
20.1%																

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 and MTAS results
 - FAST
 - Data is disaggregated into groups by FRP and NFRP students
- What strategies are in place to support this goal area?
 - Math Coaches time is planned for K-3 and 4-6 grade teachers
 - Specific planned grade level professional development
 - Expanded time and frequency for PLT meetings
 - Teacher Growth and Development Plan targets math specific growth areas
- How well are you implementing your strategies?
 - Grade level meetings with math coach
 - Individual training and support from math coach
 - SEL training for teachers
- How do you know whether it is or is not helping you make progress toward your goal?
 - PLT bi-monthly meetings follow data review process
 - Individual growth and development plans
 - Problem Solving, TAT, team conducts weekly reviews of students exhibiting academic/behavioral challenges

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?				
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>Increase the total percentage of all NonFRP and FRP students making expected growth targets in mathematics.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <table border="1"> <tr> <td>Baseline 2017</td> </tr> <tr> <td>55%</td> </tr> </table>	Baseline 2017	55%	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <table border="1"> <tr> <td>Target 2019</td> </tr> <tr> <td>60%</td> </tr> </table>	Target 2019	60%	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>
Baseline 2017								
55%								
Target 2019								
60%								

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?

- Results of Mathematics State Accountability Assessments including growth data and benchmark reports; tracking by benchmark student performance on locally developed classroom assessments aligned to the Mn Academic Standards in Mathematics

What strategies are in place to support this goal area?

- Plan and deliver ongoing professional development to deepen teacher understanding of Hattie's model of learning which identifies moving from surface learning to deep learning and transfer with social emotional inputs of will and thrill
- Teacher collaboration will focus on developing rigorous tasks and classroom assessments aligned to MN Academic standards for mathematics which will guide instructional decision making

How well are you implementing your strategies?

- All certified staff are trained and participating in Professional Learning Teams

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

External math instructional expert hired to coach math teaching staff at all grade levels in order to insure implementation of rigorous tasks/assessments and evidence based instructional practices outline NTCN Principles to Actions.

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:

1) GAMMA Summer mathematics program and STEM Robotics courses open to all students in seven districts of the West Central A&I Collaborative (WCAIC); 2) Students receive learning experiences 4 hours per day for 8 days and 1 all day field trip to see mathematics applied and includes lunch and afternoon snack (NLS) or breakfast and lunch (Willmar); 3) Uses hands-on problem solving activities with emphasis on multiple and varied representations of concepts that encourages elaboration, questioning, and self-explanation: activities designed to be different from academic year mathematics learning experiences; 4) Focuses on a balance between surface, deep, and transfer learning to maximize student's ability to effectively apply learning to classroom mathematics learning during academic year; 5) Staff includes teachers from all seven WCAIC districts who plan and collaborate during academic year on delivery of activities to help strengthen mathematics benchmarks identified as areas of low performance across participating districts: half of student learning experiences reflect content which students struggled with in prior year grade and half reflect content which is new learning related to grade level following year; 6) Coordinated by a team of mathematics educators selected from the participating districts; 7) Students transported by individual districts to location of summer Gamma course.

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.

