



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

District or Charter Name: Lake of the Woods ISD 0390

Grades Served: PreK-12WBWF Contact: Jeff Nelson

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A and I Contact: NA

Title: NA

Phone: NA

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ [WBWF Report Summary 2017-2018](#)

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.

➤ *At a Special Working Session of the School Board scheduled for January 28th, 2019 the annual public meeting will be held to formally present the 2017-2018 WBWF Summary Report and progress made towards District goals. WBWF Advisory sub-committees met on several occasions to review assessment data and to develop a continuous improvement plan. The WBWF Advisory Committee will meet prior to the January 28th Working Session to review the summary report and continuous improvement plans and provide feedback and recommendations.*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
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Lynne Ellis	School Board Member	NA
Jeff Nelson	Superintendent/Elementary Principal	NA
Brian Novak	High School Principal	NA
Katie Johnson	Parent	NA
Brenda Nelson	Teacher	NA
Tillie Thompson	Parent	NA
Tim Lyon	School Board Member	NA
Leah Spee	Teacher	NA
Dean Thompson	Parent	NA
Zack Thompson	Student	NA
Bob Laine	Teacher	NA
Katie Hasbargen	Teacher	NA

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The District serves 447 students in a single Prek-12 building with an elementary site and a high school site. The elementary serves 247 students with 49.14% qualifying for Free & Reduced lunch prices. It is a two-section school with 19.62 licensed teachers. The high school serves 200 students with 41.71% qualifying for Free & Reduced lunch prices. There are 17.01 licensed teachers.

Teaching Experience Data:

- *Elementary School*
 - *Less than 3 years of experience @ 10 %*
 - *3-10 years of experience @ 44%*

- *More than 10 years of experience @ 46%*
- *High School*
 - *Less than 3 years of experience @ 0%*
 - *3-10 years of experience @ 18%*
 - *More than 10 years of experience @ 82%*

- *Inexperienced Teachers: 4*
- *Out-of-Field Teachers: 3*
- *Non-Licensed Community Expert: 1*

Each site has a Data Review Team that annually reviews data for evidence of effectiveness at the individual classroom level. This information is shared with classroom teachers and appropriate action is taken to improve any areas that show a need for improvement. In addition to the data review, the District requires all teachers to complete a yearly growth plan based on student engagement and achievement data, formal evaluations by administration, and peer observations. In addition, the following strategies are used to improve students' access to effective teachers:

- *Mentoring with a more experienced educator*
- *Staff Development offerings - specific to identified needs*
- *Peer Coaching and Team Teaching*
- *Teacher Improvement Plan (for staff identified as ineffective)*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>For SY 2017-18, student assessment results showed an average of 67.75% students ready for Kindergarten using Rhyming, Letter Recognition, Letter Sounds, and Number Identification. For SY 2018-19, student assessment scores will increase by an average of 20 points as measured by FASTBridge earlyReading, FASTBridge earlyMath, and Early Interventions in Reading Measures.</i></p> <p><i>For SY 2017-18, we had the following percentages of students ready for Kindergarten in the fall:</i></p> <ul style="list-style-type: none"> ● Rhyming: 68% ● Letter Recognition: 64% ● Letter Sounds: 75% ● Number Identification 64% <ul style="list-style-type: none"> ○ Average: 67.75% 	<p>Fall 2018, we had the following percentages of students ready for Kindergarten in the fall:</p> <ul style="list-style-type: none"> ● Rhyming: 55% ● Letter Recognition: 40% ● Letter Sounds: 48% ● Number Identification 58% <ul style="list-style-type: none"> ○ Average: 50.25% 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- Incoming student FASTBridge scores, which are not disaggregated by student groups
- PreK and Headstart programs are available to all children of PreK age in the area as well as parent events and partnerships with other community programs
- There is no tuition; bussing is free, meals are available to all PreK students
- PreK teacher participates in PLC and professional development opportunities
- It did not help with making progress toward our goal, therefore we will be adding additional winter screening to PreK students and add interventions as needed

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Students in Grade 3 on MCA reading scored 40 % proficiency in Spring 2017. By Spring 2018, students in Grade 3 will score 45% or higher for proficiency on state MCA assessments by Spring 2019.</p>	<p>Spring 2018 MCA reading proficiency for Grade three was 43.3%.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- Data was based on MCA Reading assessment for grade 3 in 2017 and 2018, data is not disaggregated by student group
- Title reading includes Tier 2 and 3 interventions for identified students, weekly progress monitoring for at-risk students
- Benchmark screening 3 times per year, staff development opportunities available to all teachers, all teachers participate in PLC
- Strategy implementation has been partially successful
- Staff meets regularly to review benchmarking and progress monitoring data to help us make progress toward our goal

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Students in grades 3-10 will increase from 42.7% proficient on the MCA Reading assessment in spring 2017 to 47.7% proficient in spring 2018.</i></p> <p><i>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 36.4% on the 2017 MCA Reading assessment. By Spring 2018, we will decrease the current achievement gap in reading (6.3% compared to the all student group).</i></p> <p><i>Students in grades 3-11 will increase from 41.2% proficient on the MCA Math assessment in spring 2017 to 46.2% proficient in spring 2018.</i></p> <p><i>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 32.8% on the 2017 MCA Math assessment. By Spring 2018, we will decrease the current achievement gap in math (8.4% compared to the all student group).</i></p>	<p><i>Spring 2018 MCA Reading proficiency for grades 3-10 is 47.3%.</i></p> <p><i>Spring 2018 MCA Reading proficiency for students in grades 3-10 who receive free and reduced lunch is 39.2%, which is a gap of 8.1% compared to all students.</i></p> <p><i>Spring 2018 MCA Math proficiency for grades 3-10 is 40.4%.</i></p> <p><i>Spring 2018 MCA Math proficiency for students in grades 3-10 who receive free and reduced price lunch is 29.7%, which is a gap of 10.7% compared to all students.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goals Not Met</p>

- *Data is from 2017 and 2018 MCA assessments, data is disaggregated by free and reduced lunch participants (cell sizes for Special Education and Minority groups are too small to disaggregate data)*
- *Title services, progress monitoring, RtI/MTSS, homework club, Freshwater offerings, American Indian Education programming, PLCs, Community Education, staff professional development, Gifted and Talented and Enrichment opportunities, reviewing math curriculum to adopt K-12 math curriculums for 2018/19 school year, exploring FASTBridge Learning assessments for future use*
- *Improvement is needed with strategy implementation based upon this data*
- *We also use data from ACT Aspire, NWEA MAP, and AIMSWeb to track student growth and compare to MCA performance*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>100% of the students in grades 9-12 will complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2017-2018.</i>	<i>100% of the students in grades 9-12 did complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2017-2018.</i>	Check one of the following: Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

- All students in grades 9-12 fill out the MCIS Career Portfolio as a local graduation requirement.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>100% of the 12th grade students will graduate at the conclusion of the 2017-2018 school year.</p>	<p>4-year graduation trend data showed an average graduation rate growth of 7.6% from 89.4% to 96.6%</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- 4-year graduation rates from MDE graduation rate data shows a gap of 12% between free and reduced and non-free and reduced eligible students.
- In 2017-2018 the gap was reduced to 2%.
- Strategies include MTSS, RTI, and homework club.

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.