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

West Central Area Schools

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Natalie Prasch

WBWF Contact Title

Principal

WBWF Contact Phone Number

2186857500

WBWF Contact Email

nprasch@isd2342.org

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://isd2342.org/common/pages/DisplayFile.aspx?itemId=20729577

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.

01/22/2020

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	Dale Hogie	Superintendent	
District Advisory Committee Member	Susan Knutson	Secondary Principal	
District Advisory Committee Member	Natalie Prasch	Elementary Principal	
District Advisory Committee Member	Tina Lindquist	Parent/Community Member	
District Advisory Committee Member	Elaine Nelson	Community Member	
District Advisory Committee Membe	Brandon Gruchow	Teacher/Parent	
District Advisory Committee Member	Maggie Dahl	Teacher/Parent	
District Advisory Committee Member	Amy Linn	Teacher	
District Advisory Committee Member	Natalie Schoenbauer	Teacher	
District Advisory Committee Member	Melissa Bergman	Teacher/Parent	
District Advisory Committee Member	Stephanie Schei	Teacher/Parent	
District Advisory Committee Member			
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District Advisory Committee Member			

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)

The schools review data monthly to determine if remediation, intervention or challenge needs to be added for each student. The district uses FAST Bridge data, MCA data, benchmark data as well as teacher anecdotal data. Conversations occur monthly with flexible grouping being changed to meet student needs in the areas of reading and math. Student status, such as special education and other state identifiers, are considered when making decisions regarding math and reading intervention groups. The discussion includes classroom teachers, intervention teachers, special education teachers and administration.

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

Our largest gap is between special education students and non-special education students. We have been very lucky to have a strong special education staff. Our staff has stayed stable for many years. Our MCA growth data shows that our special education students are closing the gap and the majority of special education students had average or above average growth. We use FAST Bridge assessments and review data monthly in grade
level teams to ensure all students are receiving literacy and math instruction at their level. Our gap for free/reduced price lunch versus non-free/reduced price lunch is around 10% and we use the same data and procedures to ensure all students have equitable access to high quality instruction. Professional development around low-income students and learning has been effective. We have PLC meetings monthly
to discuss high yield teaching strategies and complete walk-throughs to ensure those strategies have been implemented in our classrooms.

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)

Our staff mirrors our student diversity very well. Our hiring process always includes looking
through diversity and equity lenses at all candidates. We check references and gather data about all possible hires. We have asked our experienced staff to move into grade levels where more experience teaching would benefit students. The district has the right of assignment, so these moves can be made easily when necessary. We have high quality teachers in our schools and will continue to ensure all students are taught by high quality teachers.

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)

Our racially diverse groups do not yet reach over 5% of our student population. We advertise for teaching staff using a venue that can be utilized by any community member with access to the internet. We currently employ a few teachers with racially diverse backgrounds, but are always looking to increase our teaching staff with teachers who mirror our state's diversity.

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

(200 word limit)

We are in a rural setting where very little diversity exists. It can be difficult to attract all teachers to our smaller communities, but we advertise in the same venue as much larger districts. We will continue to advertise and interview staff who mirror our state's diversity.

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 continue to advertise with the same sites as larger, urban districts. Recruiting teachers in our smaller, rural area continues to be a challenge that we will continue to address.

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.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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 2018-19 school year.

80% of students who are kindergarten eligible will meet defined requirements to enter kindergarten as defined by WCA and have a preschool experience prior to entering kindergarten.

Result

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

This goal was met, as 84% of our students entering kindergarten met the defined requirements and participated in a pre-school experience.

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?
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)

All pre-school students are required to be screened prior to entering our programs. This screening helps identify students in need of early intervention and allows us to make referrals to other agencies if needed. Our district advertises our preschool programs through a variety of mediums including Facebook, district web pages, the newspaper and flyers mailed to homes. Our school board has committed funds so we can offer preschool programming at no cost to our families. The assessments given upon entrance to kindergarten clearly show those students who attended a preschool experience are better prepared for kindergarten. We have used this goal for many years and will continue to use it to ensure all students in our communities have access to high quality preschool programming.

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.

80% of 3rd grade students will meet in reading and math based on the MCA assessment in each area. These scores will not be available until 2020-2021.

Result

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

The data for this goal will not be available until the 2020-2021 school year.

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?
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)

We will use our MCA data which ca be disaggregated by student groups when necessary.

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

Yes

All Students in Third Grade Achieving Grade-Level Literacy

Goal

Provide the established SMART goal for the 2018-19 school year.

We will increase our reading proficiency from 58.6% to 65% proficient for students in 3rd grade as measured by the MCA III.

Result

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

Our third grade reading proficiency level increased to 65.6% proficient. We would like to continue to increase this proficiency percentage to 68% for the following year.

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?
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)

All students receive Tier 1 interventions. Using FAST, Benchmark and teacher anecdotal data, students are grouped for intervention. Those needing extra support receive that support through Title I or ADSIS. Students needing a challenge receive that instruction from licensed classroom teachers. Reading Corps is now full-time at both North and South for students in grades K-3.

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.

The percent proficient for all students enrolled October 1 in grades 3-8 at WCA on all state reading accountability tests will be 80% by 2024 by increasing the percent proficient of the groups as follows: a) students identified as special education from 34.7% in 2017 to 45% in 2018 and to 55% in 2019 and to 60% in 2020 and to 65% in 2021 and to 70% in 2022 and to 75% in 2023 and to 80% in 2024. b) students identified as non-special education from 66.7% in 2018 to 70% in 2019 and to 75% in 2020 and to 80% in 2021 continuing to grow through 2024.

Result

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

In 2018 28% of special education students tested proficient on the MCA. Non-special education students tested proficient at a rate of 66.7%.

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?
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)

• We use MCA, FAST and Benchmark data. We can disaggregate the data by specific student groups to see how we are growing and where we need to continue to provide support.
• All staff are included in the data meetings and consulted when working with special education students. The district recently purchased some new supports for students with Autism and we hope to see results from this support once we take the MCAs this year.
• Our PLC groups work monthly to discuss curriculum and student data. Administrators are part of these meetings as well.
• We are increasing our proficiency scores and will continue to implement high yield strategies.

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.

We will increase our graduation rate from 95.6% in 2018 to 100% in 2019.

Result

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

Our graduation rate did increase and we found 2.2% of our students, or one student, was continuing to work towards graduation. We had no "drop out" students this year.

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?
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)

All seniors are required to take a Senior Seminar course. This course provides direct instruction in areas such as career exploration, resume writing and interview skills. Also, every senior will have a job shadowing experience.
We have daily Tier II reading and math interventions for all students who demonstrate skill gaps.
We have the REACH Program for select students in grades 7-12 who require both social and academic support to reach their potential.
WCA has increased College in the School courses from 4 to 5 semester courses. For the 2018-2019 school year, this number will increase to 6 semester courses.
WCA offers courses that lead to certification for CNA, First Responder and EMT.
Middle School students who "Exceed" on the MCA math assessment may take two math courses to accelerate achievement.
WCA ACT composite scores have dropped from 22.5 to 19.7. The one-year decline in scores cannot be considered a trend or reflective of systemic instructional concerns; however, we are reviewing our learning targets and curriculum to ensure that students are well prepared to achieve an ACT score above the state average.

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.

WCA schools will graduate 100% of all students who enroll as 12th graders for the 2018-2019 school year.

Result

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

We had no students enroll with us at that grade level.

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?
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)

Our district has credit graduation policies and all policies are shared with students and families upon enrollment. Students review their status towards graduation with a counselor regularly. The district uses Parent Vue so parents can check their student's status at all times.

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=1576776181_5dfbb1f5c8bea4.46533211&sg_navigate=start