



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

District or Charter Name: Round Lake Brewster School District

Grades Served: Birth to Grade 12

WBWF Contact: Ray Hassing, Supt.

Title: Superintendent

Phone: 507-842-5951

Email: r.hassing@rlb.mntm.org

A and I Contact: Soom Chandaswang

Title: Nobles County A & I Coordinator

Phone: 507-376-3300

Email: Soom.Chandaswang@isd518.net

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.

➤ www.rlb.mntm.org

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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.

➤ *Wednesday, November 21st, 2018 at 6 pm.*

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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District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ray Hassing	Superintendent	Yes
Nancy Remmert	RTI Specialist	NO
Charlene Wintz	Title Teacher	NO
Joan Van De Kamp	Intervention Teacher	NO
Dawn Haberman	Parent	No
Lon Eichenberger	Assessment Coordinator	NO
Soom Chadaswang	NCIC Coordinator	Yes
Kay Schmitz	Community Member	No
Jeff Drent	Parent	NO
Kateyan Welp	Pre-School Teacher	No
Mara Eichenberger	Teacher	NO
Trysten Olson	Teacher	NO

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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur? School Superintendent and RTI Specialist.*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use? No gaps, All students have equitable access. The district used FAST Assessment Testing and MCA Assessment Scores.*
 - *What are the root causes contributing to your gaps? Students coming into school with no home language or English background.*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers? We have a building wide intervention program to support all students.*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? We have posted job openings, and have limited applicants. We have 2 teachers of color in our building.*
 - *What efforts are in place to increase the diversity of the teachers in the district? Continuing to post job openings, and efforts to recruit teachers to our district.*

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.

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.

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 type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten

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?*

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3

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?*

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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?*

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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?*

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12

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?*

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?
<p>Provide the SMART goal statement here.</p> <p>The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2017 as measured by all state accountability tests. The gap between the FRP and Non-FRP will decrease from 7.8% in 2013 to 4.8% in 2017, which the district has achieved.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p> <p>55.9% Proficient overall, and 4.8% FRP Gap.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>58.1% of all students were proficient in reading on the MCA Assessments. 51.6% of FRP students were proficient on the MCA Assessments compared to the state average of 40.2%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

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? We use all assessment data from the MDE Data Reports and Analytics. We look at each individual student's assessment scores and growth.
- What strategies are in place to support this goal area? We have student data meetings, and professional learning communities set up to review student data on a weekly basis.
- How well are you implementing your strategies? Effectively.
- How do you know whether it is or is not helping you make progress toward your goal? Student benchmark assessments throughout the school year beyond the MCA Assessments.

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>All students in grades K-8 will have at least one integrated cross district learning experience each year which focusses on increasing cultural understanding and competency.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</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>Students in Grades 4 and 5 did retreats with schools in the Integration Collaborative. Also, during the summer school program, there is an integration activity the last day of the program for all students in grades K-8.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

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.

Please see the attached Nobles County Integration Achievement and Integration Report.