

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

Waconia Public Schools - ISD110

Grades Served

Please check all that apply:

Kindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Kathy Oliphant

WBWF Contact Title

Director of Teaching and Learning

WBWF Contact Phone Number

9524420685

WBWF Contact Email

koliphant@isd110.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://www.isd110.org/district-departments/teaching-learning/worlds-best-workforce>

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.

December 9, 2019

World's Best Workforce

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	Kathy Oliphant	Director of Teaching and Learning	
District Advisory Committee Member	Sarah Klitzke	Elementary Teaching and Learning Manager	
District Advisory Committee Member	Tim Koschinska	Secondary Teaching and Learning Manager	
District Advisory Committee Member	Jackie Johnson	Board of Education	
District Advisory Committee Member	Cathy Thom	Board of Education	
District Advisory Committee Membe	Allison Saunders	Student Representative	
District Advisory Committee Member	Mary DeMarce	Parent/Community Member	
District Advisory Committee Member	Jill Derner	Parent/Community Member	
District Advisory Committee Member	Christine Fenner	Parent/Community Member	
District Advisory Committee Member	Kristen Guse	Parent/Community Member	
District Advisory Committee Member	Tamara Polzin	Parent/Community Member	
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)

ISD110 is committed to equitable access to quality teachers and annual E-12 review is part of D110 protocol. District leadership, including the Director of Human Services, reviews the teacher evaluation process and staffing assignments on an annual basis to ensure access to high-quality teachers.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

There are no gaps in access to licensed, experienced, and high-quality teachers in District 110.

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)

In 2018-2019, all D110 teachers met licensing requirements, as well as the professional teaching standards as outlined in the D110 Professional Growth, Reflection, and Evaluation Plan.

As a growing district, many teachers are defined as inexperienced (as defined by the Minnesota ESSA stakeholder group). That said, a robust mentor program and strong PLC leadership capacity support new teachers in their growth and development.

No discernible patterns were evident in district data between new teachers or student characteristics.

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)

Based on data from the Minnesota Department of Education and the Minnesota Professional Educator Licensing and Standards Board, ratios of ethnic minority students to teachers is not proportionally out of range. We have a strong gender balance in our teaching staff, particularly at the secondary level in the areas of math and science.

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

(200 word limit)

As a district, we will continue to strive to hire and retain excellent teachers that are representative of the diversity of our student population.

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)

D110 retains a robust mentor program and strong PLC leadership capacity to support new teachers in their growth and development.

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.

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.

75% of children entering Kindergarten will demonstrate Kindergarten readiness skills as measured by FASTbridge Early Literacy Composite.

Result

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

Fall 2018 FAST Data indicated that 60% of students were in the low risk category

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)

The fall Kindergarten FAST Early Reading Composite provides a snapshot of the percent of students entering Kindergarten with early literacy readiness skills. This is a rigorous standard, but underscores the importance of skill development in phonics and phonemic awareness. Disaggregation of data in the areas of special education and free/reduced lunch status is an integral part of this analysis.

Students not meeting benchmarks during the screening process are monitored through the MTSS Instructional Cycle. Through the PLC process, developmentally appropriate interventions are determined, implemented, and monitored for progress. If further intervention is needed, students may be referred to a Student Assistance Team (SAT) for additional support.

We are on track in our progress toward a systematic and cohesive MTSS model throughout D110.

District leaders meet regularly as a PLC to monitor implementation of district strategic goals, which include an E-12 MTSS model. The D110 Strategic Roadmap is guided and monitored through a rubric with clear action steps.

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 students by Grade 3 will meet or exceed reading proficiency benchmarks as measured by district-wide assessments in reading.

Result

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

62% of Grade 3 students met or exceeded standards as measured by the MCAIII in Reading.

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)

District assessments in reading provide important data on the percent of students reading well by Grade 3. 80% is a rigorous standard, but achievable in a district with our student demographic. Disaggregation of data in the areas of special education and free/reduced lunch status is an integral part of this analysis.

Students' reading growth is monitored throughout the primary grades using universal screening and monitoring tools. Those not meeting benchmarks during the screening process are monitored through the MTSS Instructional Cycle. Through the PLC process, developmentally appropriate interventions are determined, implemented, and monitored for progress. If further intervention is needed, students may be referred to a Student Assistance Team (SAT) for additional support.

We are on track in our progress toward a systematic and cohesive MTSS model throughout D110.

District leaders meet regularly as a PLC to monitor implementation of district strategic goals, which include an E-12 MTSS model. The D110 Strategic Roadmap is guided and monitored through a rubric with clear action steps.

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.

ISD110 will increase reading and math proficiency by 3% each year in the following subgroups: Special Education and Free/Reduced Lunch

Result

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

Baseline data indicates that 42% of Special Education students are proficient in math and reading. Baseline data indicates that 55% of students in the Free/Reduced Lunch category are proficient in math and reading.

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)

D110 examines math and literacy data, including classroom-based assessments, interim assessments, and other standardized measures to identify and support the needs of learners in these subgroups.

We strive to close the achievement gap through access to a tightly aligned Guaranteed and Viable Curriculum (GVC), rigorous coursework, a Multi-tiered Systems of Support (MTSS) model, and high impact instructional strategies. We provide strong professional development and support teachers in building a positive classroom culture and learning environment for the students they serve.

We are on track in our progress toward a systematic and cohesive MTSS model throughout D110.

In alignment with the District 110 Strategic Roadmap, 2018-2019 is baseline data.

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.

45% of students at Waconia High School will meet all four college readiness benchmarks as measured by the ACT.

Result

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

In 2018, 37% of all Grade 11 met all four college readiness benchmarks on the ACT.

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)

Career and college readiness data used to identify needs in this goal include MCAIII scores and pre-ACT data.

Rigorous course offerings and a tightly aligned Guaranteed and Viable Curriculum (GVC) are primary strategies to support this goal area. Our goal is to support ALL students in ensuring equal access to high levels of coursework.

Rigorous course offerings are available across all departments including Advanced Placement, College in the Schools, and concurrent credit courses. Courses at the 9th and 10th-grade levels, such as pre-AP, accelerated math options, and required STEM courses provide a strong foundation for success.

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.

Waconia High School students will meet or exceed the Graduation Rate Target

Result

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

4-year Rate = 94%

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)

Waconia High School meets or exceeds the Graduation Rate Target as set forth by MDE.

A gap exists in graduation rate between All Students and the district subgroups of Special Ed and Free/Reduced Lunch (72% and 83% respectively). Although this is in proportion to the state gap, D110 will monitor this data and take measures to support students to ensure they are on track toward graduation.

We are on track in our progress toward a systematic and cohesive MTSS model, which includes support and intervention (WILD time) and a student advisory model at the secondary level.

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.surveymoz.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1575489229_5de80ecd4fd482.27630226&sg_navigate=start