



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

District or Charter Name:

Grades Served:

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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 World's Best Workforce (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.isd110.org/departments/teaching-learning
- *ISD110 does not receive A&I funding*

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.

- *Joint public meeting of the ISD110 Board of Education and the D110 Teaching and Learning Advisory Council on Monday, April 23, 2018.*

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)
Carson Dock	Student Representative	
Mary DeMarce	Parent/Community Member	
Christine Fenner	Parent/Community Member	
Laura Gores	Parent/Community Member	
Kristen Guse	Parent/Community Member	
Libby Klima	Student Representative	
Sarah Klitzke	K-5 Teaching & Learning Manager	
Tim Koschinska	6-12 Teaching & Learning Manager	
Tabitha Laumann	ISD110 Board of Education	
Kathy Oliphant	Director of Teaching & Learning	
Josie Precht	Parent/Community Member	
Alex Terpkosh	Student Representative	
Cathy Thom	ISD110 Board of Education	
Stacy Zaback	Parent/Community Member	

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*
 - *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, review the teacher evaluation process and staffing assignments on an annual basis to ensure access to high quality teachers.*
 - *In 2017-2018, 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 supports new teachers in their growth and development. No discernable patterns were evident in district data between new teachers or student characteristics.*
 - *There are no gaps in access to licensed, experienced, and high quality teachers in District 110.*
- *Access to Diverse Teachers*
 - *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.*
 - *As a district, we will continue to strive to hire and retain excellent teachers that are representative of the diversity of our student population.*

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

All Students Ready for School

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
75% of children entering Kindergarten will demonstrate Kindergarten readiness skills as measured by FASTbridge Early Literacy Composite.	Fall 2017 FAST Data: <ul style="list-style-type: none"> 64% - Low Risk 24% - Some Risk 10% - High Risk 2% - Not Tested 	Multi-Year Goal: On Track

- 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.

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
80% of students by Grade 3 will meet or exceed reading proficiency benchmarks as measured by district-wide assessments in reading.	67% of Grade 3 students met or exceeded standards as measured by the MCAIII in Reading.	Multi-Year Goal: On Track

- 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.

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>ISD110 will increase reading and math proficiency by 3% each year in the following subgroups:</p> <ul style="list-style-type: none"> • Special Education • Free/Reduced Lunch 	<p>2017-2018 baseline subgroup data:</p> <p>Special Education:</p> <ul style="list-style-type: none"> • MCA Reading Proficiency = 42% • MCA Math Proficiency = 42% <p>Free/Reduced Lunch:</p> <ul style="list-style-type: none"> • MCA Reading Proficiency = 56% • MCA Math Proficiency = 54% 	Multi-Year Goal: On Track

- 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, 2017-2018 is baseline data.

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>45% of students at Waconia High School will meet all four college readiness benchmarks as measured by the ACT.</i>	<i>In 2018, 37% of all Grade 11 met all four college readiness benchmarks on the ACT.</i>	Multi-Year Goal: On Track

- 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.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>Waconia High School students will meet or exceed the Graduation Rate Target</i>	<i>4-year Rate = 94%</i> <i>5-year Rate = 97%</i> <i>6-year Rate = 97%</i>	Multi-Year Goal: On Track

- 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.