DEPARTMENT OF EDUCATION

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

District or Charter Name: Bertha-Hewitt Public School
Grades Served: K-12

WBWF Contact: Eric Koep	A and I Contact: Enter name.
Title: Superintendent	Title: Enter title.
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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, (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.

> ➢ *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*
>
> ➢ *Provide the direct website link 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.

> ➢ *December 17, 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)
Eric Koep	Superintendent	
Darren Glynn	Principal	
Angie Hurtig	Elementary Teacher	
Dale Finck	Elementary Teacher	
Meg Schuller	High School Teacher	
Shari Moller	Special Ed Teacher	
Courtney Roatch	Counselor	
Agnes Mack	Community Member	
Sharon Howe	Community Member	
Janet Umland	Community Member	
Jenn Wolfenbarger	Community Member	
Jason Knoll	Community Member	
Jerry Haase	Board Member	
Brandy Schmitz	Community Member	
Charles Bakken	Student	
Morgan Wachlin	Student	

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*
    - o *Our administrative team along with our leadership team review fastbridge and MCA data two times a year. This team consists of superintendent, principal 2, high school and 2 elementary teachers, counselor, and special education teacher.*
    - o *At this time we have not identified any gaps according to our fastbridge and/or MCA data.*
    - o *N/A*
    - o *We visit with staff regarding their student's scores and compare them to their scores in previous years. When placing students in next years class, grade level teachers meet and discuss which teacher would be best for each student.*
- ➢ *Access to Diverse Teachers*
    - o *We do several different things to give our kids access to multiple teachers throughout the day. In the upper elementary we have teachers specialize in certain subject areas in which administration feels is their strength. Administration looks at data of the students and places students in classes with certain teachers whom they believe will be most successful.*
    - o *We offer a few trainings during our in service days so staff members gain a better understanding of how to handle all kids in their class. We sent several staff to an ACE's training last spring to help provide our staff with additional resources to help all students.*

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

☐ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
All Students in our school readiness and headstart programs are assessed through the COR Advantage Assessment. The kids are assessed three times a year in eight different categories consisting of 34 items. The report scores kids on a scale of 0 – 7 and kids who score 4 and above are considered ready for kindergarten. Our goal is to have 85% of students moving to kindergarten for the 2017-2018 school year kindergarten ready.	*In the Fall less than 25% of the students assessed using the COR advantage assessment scored above a 4.* In the spring 35 out of 39 students scored above a 4 meaning that 89.7% of the students were ready for kindergarten according to the COR Advantage Assessment.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** X *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in kindergarten*

Bulleted narrative is appreciated. 200-word limit.
- *The school readiness and head start programs provide us with each students COR Assessment data. It is broken down student by student so that our kindergarten staff can see the progress of each student entering their class.*
- *We have increased our 4 year old program to four full days in order to get all students prepared emotionally and academically for kindergarten. We also hold meetings between preschool staff and our kindergarten staff to talk about each student individually.*
- *The full day program went well as we got more academic time in the morning and after nap time the kids got a lot of social interaction with their peers. I think we need to increase our meetings with preschool staff and our kindergarten staff. Maybe have a meeting in which our kindergarten staff would sit in with the preschool day for a day and watch the kids in the preschool classroom.*
- *The kids have progressed well throughout the preschool year so I think the strategies we have in place are successful.*

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
Using Fastbridge data 75% of our students will be at benchmark based on national criterion data in the spring related to reading fluency. 75% of our students will also be at benchmark related to reading comprehension when tested in the spring. Students will be tested in the fall and students who are below benchmark will be progress monitored so interventions can be put in place to help students reach benchmark come spring.	*When assessed in the spring, 19 out of 31 third graders were at benchmark for reading fluency which 61% which means we did not achieve our goal.* *When assessed in the spring, 18 out of 31 third graders were at benchmark for reading comprehension which 58% which means we did not achieve our goal.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** ☐*Goal Met* X *Goal Not Met* ☐*District/charter does not enroll students in grade 3*

Bulleted narrative is appreciated. 200 word limit.
- *We utilize data from our universal screener in fastbridge. Our Title 1 coordinator and team assess kids three times a year to identify students who need further assistance.*
- *Our primary grade level staff use interventions to assist kids who are below benchmark. The Title 1 teacher and paras also help these students with additional support outside the main 90 minute block.*
- *I believe our staff our doing a great job but more time would be helpful. We are also looking at additional interventions to help out staff especially the new staff.*
- *These kids are being progress monitored bi-weekly to see if they interventions are helping the kids. The number of kids who were at benchmark in the fall increased in the spring but not at the level we were hoping for.*

Close the Achievement Gap(s) Between Student Groups

X WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
Free and Reduced students will meet their proficiency index in math of 65.59 Free and Reduced will meet their proficiency index in reading of 63.31	*Our free and reduced students didn't meet their math index as they were only 49.7% proficient* *Our free and reduced students didn't meet their reading index as they were only 50.4% proficient.* *According the MN report card 70.7% of all students maintained or increased their proficiency levels in reading and 65% in math. Compare that to 64.4% of free and reduced students maintained or increased in reading and 59% in math. This shows that students who quality for free and reduced lunches aren't progressing as much as the other students.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On *Track* ***One-Year Goal*** ☐ *Goal Met* X *Goal Not Met*

Bulleted narrative is appreciated. 200-word limit.
- *We use MCA data to establish goals in this area. We also utitlize fastbridge data to identify kids who are behind and give them additional title 1 services either with the teacher or paraprofessional.*
- *We have added full time Title 1 reading and math teachers to help our struggling students, much of whom are students who qualify for free and reduced meals.*
- *The title 1 staff is doing a great job but we need to look at the curriculum they are using.*
- *We need to continue to evaluate these title 1 positions, their schedules and the interventions we are using as the students aren't making adequate gains.*

All Students Career- and College-Ready by Graduation

☐ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
The percentage of 7th grade students who met or exceeded standards on the MCA reading test in 2017 was 50%. The goal was to increase that by 6% when the students tested as 8th graders. The percentage of 7th graders who met or exceeded standards on the MCA math test in 2017 was 55.2%. The goal was to increase that by 6% when the students tested as 8th graders.	*The students increased proficiency in reading from 7th to 8th grade from 50% to 62.2% which is greater than the goal of 6%* *The students decreased proficiency in math from 7th to 8th grader from 55.2% to 51.3 % which is far less than the goal of a 6% increase*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On *Track* ☐ Not *On* Track ***One-Year Goal*** ☐ *Goal Met* X *Goal Not Met*

Bulleted narrative is appreciated. 200 word limit. • *We utilize MCA data to develop this goal? Our High school teachers look at each students data during our Professional Learning Communities and established goals for each student who was below benchmark. Three times a year the high school reading and math teachers visit these goals to look at the progress of each student.* • *Data retreats, professional development, title 1 support advisor time, and what I need time (win time)* • *Our retreats and professional development time are useful, but we need to work on our advisor and win time. Staff need to be more cognizant of communicating with kids during win time so they can get the help they needed.* • *Our reading staff utilized win time better and the date showed with over 12% of the students moving to proficient.*

All Students Graduate

☐ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
Our goal is to increase our graduation rate from 85% in 2016 to 100% in 2017	*36 out of 36 students in 2017 graduated which increased out graduation rate to 100%*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ *On* Track ☐ Not On Track ***One-Year Goal*** X *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in grade 12*

Bulleted narrative is appreciated. 200-word limit.
- *We utilized data from the MN report card?*
- *Our advisor time really helps us keep track of our kids. 3 advisors are assigned to each high school grade level which prevents kids from falling through the cracks. Also the principal and counselor look at each kids transcripts yearly and communicates with each student and parents if anyone is falling behind.*
- *Advisor time and counselor meetings have really helped us keep track of our kids.*
- *We increased our graduation rate to 100% so advisor time as well as our counselor and principal meeting with kids has helped.*