



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

**District or Charter Name:**

**Grades Served:**

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A and I Contact: N/A  
Title: Enter title.  
Phone: Enter phone number.  
Email: Enter email.

**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.

**Note: Marshall County Central School does not report Achievement and Integration. We are not part of the Achievement and integration program.**

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](mailto: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](mailto: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](mailto: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.

- *We post the annual report on our school district website front page. [www.newfolden.k12.mn.us](http://www.newfolden.k12.mn.us)  
A direct link is available:  
<http://www.newfolden.k12.mn.us/uploads/7/9/7/7/7977970/1718wbwfsummary.pdf> or  
<https://goo.gl/j1eU5W>*
  
- *A&I Requirements: N/A because our district does not need meet requirements to report this.*

### 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.

- *The annual public meeting is held on December 19, 2018 @ 6:00 p.m. in our high school meeting.*

### 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).

<b>District Advisory Committee Members</b>	<b>Role in District</b>	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b>
Mark Carlson	School Board Chairperson/Community Member	N/A
Rob Anderson	School Board Member/Parent/Community Member	N/A
Jessica Jacobson	School Board Member/Parent/Community Member	N/A
Craig Bakke	School Board Member/Parent/Community Member	N/A
Mark Knutson	School Board Vice Chairperson/Community Member	N/A
Melanie Boe	School Board Treasurer and Parent/Community Member	N/A
Robert Hestekind	School Board Member/Community Member	N/A
Jeffrey Lund	Superintendent/Elementary Principal and Parent/Community Member	N/A
Brian Longerbone	High School Principal and Parent	N/A
Matthew Nelson	Elementary Dean of Students/Coach/Community Member	N/A

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ashley Loe	Staff Development Chair Person, Teacher and parent/Community Member	N/A
Jill Edin	Parent/Community Member	N/A
Lisa Olson	Student/Student School Board Member/Community Member	N/A
Serena Retzlaff	Student/Student School Board Member	N/A
Melinda Dunrud	Parent/Community Member	N/A
Kayla Nelson	Parent/Community Member	N/A
Trista Lund	Teacher/Parent/Community Member	N/A
Nicole Homme	Parent/Community Member	N/A
Bruce Elseth	Substitute Teacher/Community Member	N/A
Matthew Sundberg	Teacher	N/A
Tom Maki	Special Education Teacher/Coach/Community Member	N/A
Shelby Thoreson	Teacher/Coach/Community Member	N/A
Michelle Skjerven	Teacher/Parent	N/A

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Molly Rustad	Teacher/Parent	N/A
Greg Hestekind	Bus Driver/Community Member	N/A
Darwin Nelson	Head Custodian/Community Member	N/A
Adam Lokstad	Transportation Director/Mechanic/Community Member	N/A
Karin Garthus	Head Cook/Community Member	N/A
Paul Buck	Community Member/Parent	N/A

## 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.

- Our school board has a representative that sits on the hiring team along with our administrators. We all place a high emphasis on obtaining a properly licensed, effective teacher.
- We are a very small school in a remote region of the state. Geography and existing demographics do provide a barrier to our students of color. Our current demographic breakdown of students is: 94.6% White; 2.2% Hispanic; 1.2% two or more races; 1.0% Black or African American, 0.7% Asian; 0.2% American Indian or Alaska Native; 0% Native Hawaiian or Other. In terms of special populations we have: 13.1% special education and 36.1% Free/Reduced Price Lunch students. To help ensure those populations have effective, experienced teachers we have hired highly qualified, licensed special education teachers and a licensed Title I teacher to support learning needs. We are also a member of the Northwest Regional Inter-district Council Special Education cooperative to provide us access to specialists to help serve our students' needs.
- A root cause of any gap would be distance from larger urban or more diverse areas. Although Native American populations exist near us, our local district demography reflects very few Native American residents. We encourage our staff to attend workshops to help learn more about cultures and teaching. The area Northwest Service Cooperative provides some of these trainings.
- We have not made specific efforts to increase the diversity of teachers for our students. We do openly promote we are an equal opportunity employer and promote our openings on the statewide system. We would provide equal opportunity to prospective teachers and hire the best person based on experience, references, interview, and credentials. If we have difficulty finding applicant with license in field, we seek out lists of graduates from area colleges or repost the job allowing out-of-field applicants. This does not happen often but has occurred in shortage areas.
- We are aware demographics statewide are changing. Our nearby regional center of Thief River Falls has seen a rapid change in their demographic breakdown due to a large employer and their business expansion. We have added staff trainings to help our teachers be better prepared including trainings on English language learners, learning styles, Adaptations and Curriculum Modifications, ACES (adverse childhood experience).

## 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.

## **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 checked="" type="checkbox"/> WBWF Goal Only	Result	Goal Status
<ul style="list-style-type: none"> <li>• <i>Our goal is to get 100% of our children 3 to 5 years old, not yet in kindergarten through preschool screening by spring 2020 in order to identify possible special needs and examine if children are making social and learning targets relative to age.</i></li> <li>• <i>To improve to 100% we will add additional newsletter articles asking new families to report children under 5 to school for our census. We will also engage conversations with daycares to help keep us informed about our 0-5 population.</i></li> <li>• <i>If a child is flagged as needing additional supports due to screening results, we engage our special education cooperative or work with Early Head Start to help provide services to the child.</i></li> <li>• <i>We are still studying our Star Early Literacy from fall kindergarten and our Teaching Strategies Gold Assessments from pre-K to examine a proper readiness measure for kindergarten. This part of goal is in progress. We want to establish benchmark goals for readiness by Fall 2020.</i></li> </ul>	<p><i>Screening was held twice in 2017-2018. Dates were October 19, 2017 and April 2, 2018. We were able to screen all known children that entered kindergarten this year prior to arriving except the one mentioned. Our teacher screened that child in the first three weeks of school this year.</i></p> <p><i>Last year we were able to screen all our resident students except one. That child was not caught in our systems for finding children as family had moved into district without our knowledge and had not contacted us via our newsletter advertisement. Ultimately our goal is get the full 100% screened as young as possible.</i></p> <p><i>We know that we are at risk to miss some 3 year olds and 4 year olds. Our teacher does daycare visits and has increased her list of known incoming students because of this. Next year we plan to survey our daycares via phone to identify children our census may not have. We also obtain county census birth records to help us. We are vulnerable if a new family moves to the district. We advertise our screening in our monthly newsletter which all families in the district receive. This helps us get the word out to a possible new family that moved in. Early Head Start provides some support in helping with our child count data as well.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p>

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only	Result	Goal Status
<ul style="list-style-type: none"> <li>• <i>Improve percentage of grade 3 students obtaining proficiency on MCA Testing.</i></li> <li>• <i>The 2017-2018 proficiency obtained was 55.1%</i></li> <li>• <i>Our goal in the next 5 years is to obtain 100% proficiency. If we obtain an increase in proficiency of 9% per year, we can get to 100% proficiency by 2023. On that path we adjusted our baseline, our goal for 2018-2019 is to achieve 64% proficiency on the state exam.</i></li> </ul>	<p><i>In 2017-2018, we obtained 55.1% proficiency.</i></p> <p><i>This fell short of us making an improvement from the 63.7% earned in 2017-2018 and forced us to revise our goal path.</i></p> <p><i>We are still making progress as our long term trend is upward. (2015-2016 we had 47.6% proficiency).</i></p> <p><i>We are hopeful with increased collaboration time and the hire of a veteran third grade teacher will help us improve and continue positive trend.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" 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?*

## Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only	Result	Goal Status
<ul style="list-style-type: none"> <li>Our goal in the next 5 years to eliminate the gap in achievement identified in our free-reduced students vs. non-free reduced students on all three state accountability tested subjects (math, reading, and science)</li> </ul> <p>Based on recent years' trend data we established a baseline and established new goal for next year.</p> <p>To remain on path next year we would have the following goals:</p> <ul style="list-style-type: none"> <li>Reading: Reduce gap from 10.8% to 8.5%</li> <li>Math: Reduce gap from 15.5% to 12%</li> <li>Science: Reduce gap from 35.4% to 28%.</li> </ul>	<p>In the 2017-2018 school year we took the time to identify achievement of free-reduced students and compared to students who were not free and reduced. In past we had compared free-reduced to district total mistakenly counting free-reduced students in both columns.</p> <p>We identified a 10.8% gap in reading with F/R students obtaining 56.5% proficiency vs. non F/R obtaining 67.3% proficiency. We identified a 15.5% gap in math with F/R students obtaining 45.9% proficiency vs. non F/R obtaining 61.4% proficiency. We identified a 35.4% gap in science with F/R students obtaining 34.6% proficiency vs. non F/R obtaining 70% proficiency.</p> <p>We pointed out this gap to teachers to help them provide supports to free-reduced students. We also asked Title teachers at the elementary level to check in with classroom teachers about progress of free-reduced students. We will monitor progress on our local STAR Assessments as well. We will encourage teaching practices that will engage all learners, all learning styles, and build on premise that not all children bring in the same level of background information.</p> <p>We will carefully study effective practices done at each grade level as Grades 4, 5, and 7 showed minimal to no gap in achievement.</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p>

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- *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 checked="" type="checkbox"/> WBWF Goal <b>Only</b>	<b>Result</b>	<b>Goal Status</b>
<p><i>We will have 100% participation in our schools Ramp-up-to-Readiness program for 2017-2018 School year. In addition, we will have 100% participation by students in a grade 8 and grade 11 careers course. Included in the careers course we will have 100% participation in a job shadowing program. We will have 100% participation by students taking the ACT college entrance exam.</i></p> <p><i>A new goal we have implemented in addition to all this is to improve our ACT score each year. We will have 100% participation by students in the Jon Baylor Test Prep Program.</i></p> <p><i>We established a baseline for ACT for future years based on recent data.</i></p> <p><i>A new smart goal for our school is to achieve 22.0 composite by 2022. In order to make progress towards this goal we will set a target of 20.5 for the 2018-2019 school year.</i></p> <p><i>Note if a student is exempt from on off the programs due to IEP, student will not count against 100%. Transition program for college and career readiness will be approved by IEP team as part of student plan.</i></p>	<p><i>100% of students in grades 7-12 participated in the Ramp-up-to-Readiness program.</i></p> <p><i>100% of our 8<sup>th</sup> grade students participated in a career exploration/college exploration course.</i></p> <p><i>100% of our 11<sup>th</sup> grade students were able to participate in a job shadow experience in their career interest area.</i></p> <p><i>100% of our 11<sup>th</sup> grade students were able to complete the ACT test.</i></p> <p><i>100% of our 11<sup>th</sup> grade students participated in Jon Baylor Test Prep program.</i></p> <p><i>Composite scores in recent years:</i>  <i>2014 – 19.9 (only college bound students)</i>  <i>2015 – 18.3 (only college bound students)</i>  <i>2016 – 18.8 (all students)</i>  <i>2017 – 19.5 (all students)</i>  <i>2018 – 19.4 (all students)</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p>

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## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b>	<b>Result</b>	<b>Goal Status</b>
<p><i>100% of MCC Seniors will graduate at the end of the school year by scheduled graduation date.</i></p> <p>In addition we would like to maintain our 4 year graduation rate at 100%.</p> <p>Next year we would like to raise our 7 year graduation rate from 93.6% to 96%.</p>	<p><i>We had 30/30 (100%) of our MCC seniors graduated at the end of the school year by the scheduled graduation date.</i></p> <p><i>We were able to maintain our 4 year graduation rate at 100%.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p>

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