

# 2018-19 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Kittson Central

Grades Served: K-12

WBWF Contact: Bob Jaszczak

Title: Superintendent

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A and I Contact:

Title:

Phone:

Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

 Yes X No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=mde087548&RevisionSelectionMethod=latestReleased&Rendition=primary)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

## World’s Best Workforce

### 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.

* 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.

### 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. 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) |
| --- | --- | --- |
| Bob Jaszczak | Superintendent |  |
| Jami Carr | K-12 Principal/Parent |  |
| Stacie Johnson | Assessment Coordinator/Parent |  |
| Emily Kuzel | Parent |  |
| Mark Johnson | Parent/Business Owner |  |
| Tina Turn | Parent/Teacher |  |
| Janet Swenson | Teacher |  |
| Dana Lofstrom | Early Childhood |  |
| Guy Gustafson | Business Owner |  |
| Crisa Mortenson | School Board/Parent |  |
| High School Student | Student | Will be added this year based on prior WBWF feedback. |

### Equitable Access to Excellent and Diverse Educators

**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.

**Respond to the questions below. Limit response to 400 words.**

* 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? There is not much to examine. As a one section school, all students have access to exactly the same teachers. The primary special population group is free and reduced lunch and the students in that group have the same access as everyone else.
	+ Who was included in conversations to review equitable access data? Instructional staff and school board.
	+ What equitable access gaps has the district found? We were not able to identify any equitable access gaps.
	+ What are the root causes contributing to your equitable access gaps?
	+ What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? All students have access to the same teachers. The greatest challenge is in recruiting fully licensed teachers, but each student has the same access to the same teachers.
	+ What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

WBWF also 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. Limit your response to 400 words.
	+ Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? The student population is primarily white. There is a Hispanic population and there are no Hispanic teachers on staff.
	+ How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? One or two.
	+ What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? Finding qualified teachers of any ethnic background, including white, is the challenge. Over at least the last twenty years, we have not had a single applicant from a non-white 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? None. We look for teachers qualified regardless of ethnic background.

### Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that 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.

 District/charter publicly reports data on an annual basis related to 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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.***All students** are ready for kindergarten based upon locally developed Developmental Progress Assessments and parent conferences. Allowances are in place for special education students. | *Provide the result for the 2018-19 school year that directly ties back to the established goal.*26 of 27 students were fully ready for kindergarten. 27 of 27 4 year-old preschool students participated in early childhood screening in the spring of 2019. It was determined that one child would best be served with one more year of preschool. Data is not disaggregated. All students are in the same program with the same teacher. 100% of students who enter kindergarten have been in the preschool for two years, provided they have been in the community during this period. | ***Check one of the following:*** \_\_ On Track (multi-year goal)\_\_ Not On Track (multi-year goal)\_\_ Goal Met (one-year goal)X Goal Not Met (one-year goal)\_\_ Met All (multiple goals)\_\_ Met Some (multiple goals)\_\_ Met None (multiple goals)\_\_ District/charter does not enroll students in kindergarten  |

**Narrative is required; 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? All students are in the same program.
* 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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.*85% of 3rd grade students will be proficient in reading as measured by the MCA III assessments calculated using the proficiency index. | *Provide the result for the 2018-19 school year that directly ties back to the established goal.*88% were proficient overall with a proficiency index of 94%. Two students of 16 partially met the achievement standards. 88% met or exceeded the achievement standards. The data is not disaggregated as all students are in the same class with the same instructional program. Each class is different, but we are pleased with this result. | ***Check one of the following:*** \_\_ On Track (multi-year goal)\_\_ Not On Track (multi-year goal)\_X\_ Goal Met (one-year goal)\_\_ Goal Not Met (one-year goal)\_\_ Met All (multiple goals)\_\_ Met Some (multiple goals)\_\_ Met None (multiple goals)\_\_ District/charter does not enroll students in grade 3  |

**Narrative is required; 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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.*60% of students who qualify for Free & Reduced lunch will meet proficiency standards as measured by the MCA’s. The measure is calculated by the proficiency index in the elementary and MCA results in the secondary. | *Provide the result for the 2018-19 school year that directly ties back to the established goal.*In the high school:* 52% proficiency in Reading vs the entire school at 61%. The prior year it was 64.7% vs 66.7%.
* 57% proficiency in math compares to 69% for the entire school. Cell sizes were too small to compare.

In the elementary school:* 86.6% proficient in reading
* 82% proficient in math. Cell sizes are too small to compare.
 | Check one of the following: \_\_ On Track (multi-year goal)\_\_ Not On Track (multi-year goal)\_\_ Goal Met (one-year goal)\_X\_ Goal Not Met (one-year goal)\_\_ Met All (multiple goals)\_\_ Met Some (multiple goals)\_\_ Met None (multiple goals) |

**Narrative is required; 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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.*100% of students in grades 7 through 9 complete the MCIS portfolio and demonstrate proficiency on locally developed assessment. 100% of seniors will complete the career/college planning with individual conference with counselor. | *Provide the result for the 2018-19 school year that directly ties back to the established goal.*100% of the students demonstrated proficiency on the local assessment and 100% of seniors completed the conference. | Check one of the following: \_\_ On Track (multi-year goal)\_\_ Not On Track (multi-year goal)\_X\_ Goal Met (one-year goal)\_\_ Goal Not Met (one-year goal)\_\_ Met All (multiple goals)\_\_ Met Some (multiple goals)\_\_ Met None (multiple goals) |

**Narrative is required; 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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.*100% of all students in the same cohort who entered 9th grade the same year will graduate on time. | *Provide the result for the 2018-19 school year that directly ties back to the established goal.*16 of 17 students who entered 9th grade the same year graduated on time. Multiple interventions to provide a path to graduation were tried without success for the one student who did not graduate. | ***Check one of the following:*** \_\_ On Track (multi-year goal)\_\_ Not On Track (multi-year goal)\_\_ Goal Met (one-year goal)\_X\_ Goal Not Met (one-year goal)\_\_ Met All (multiple goals)\_\_ Met Some (multiple goals)\_\_ Met None (multiple goals)\_\_ District/charter does not enroll students in grade 12 |

**Narrative is required; 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?

## Achievement and Integration

## This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

## [View list of participating districts.](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=mde087548&RevisionSelectionMethod=latestReleased&Rendition=primary)

### Achievement and Integration Goal 1

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Year 2 (2018-19) Actual** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:\_\_ Achievement Goal\_\_ Integration Goal | Copy the baseline starting point from your 2017-20 plan.  | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check **one** of the following:\_\_ On Track\_\_ Not on Track\_\_ Goal Met |

**Narrative is required; 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?

### Achievement and Integration Goal 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Year 2 (2018-19) Actual** | **On Track?** |
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:\_\_ Achievement Goal\_\_ Integration Goal | Copy the baseline starting point from your 2017-20 plan.  | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check **one** of the following:\_\_ On Track\_\_ Not on Track\_\_ Goal Met |

**Narrative is required; 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 more than two goals, copy and paste additional A&I Goal tables below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

**Narrative:**

**Racially Identifiable Schools**

If your district’s 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](https://education.mn.gov/MDE/fam/MDE087638).

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name:**

### Achievement and Integration Goal 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Year 2 (2018-19) Actual** | **On Track?** |
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:\_\_ Achievement Goal\_\_ Integration Goal | Copy the baseline starting point from your 2017-20 plan.  | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check **one** of the following:\_\_ On Track\_\_ Not on Track\_\_ Goal Met |

**Narrative is required; 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?

### Achievement and Integration Goal 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Year 2 (2018-19) Actual** | **On Track?** |
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:\_\_ Achievement Goal\_\_ Integration Goal | Copy the baseline starting point from your 2017-20 plan.  | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check **one** of the following:\_\_ On Track\_\_ Not on Track\_\_ Goal Met |

**Narrative is required; 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 there are additional goals for this school, copy and paste this A&I goal table below.

### Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

**Narrative:**

**Please Note:** Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.