



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

District or Charter Name: West Central Area Schools, #2342

Grades Served: PK-12

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A and I Contact: Enter name.  
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 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.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@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.

- <http://isd2342.org/common/pages/DisplayFile.aspx?itemId=3803615>
- 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.

- November 20, 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)
Barry Schmidt	Superintendent	
Claire Vincent	Secondary Principal	
Brandon Gruchow	High school Teacher	
Maggie Dahl	Middle school special education teacher	
Amy Linn	South elementary teacher	
Natalie Schoenbauer	High school Teacher	
Tina Lindquist	Community Member	
Elaine Nelson	Community Member	
Melissa Bergman	High school teacher	
Natalie Prasch	Elementary Principal	
Stephanie Schei	Elementary Teacher	

## 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.*

- *Our largest gap is between special education students and non-special education students. We have been very lucky to have a strong special education staff. Our staff has stayed stable for many years. We had two new hires last year, both of whom had prior teaching experience. Our MCA growth data shows that our special education students are closing the gap and the majority of special education students had average or above average growth. We use FAST Bridge assessments and review data monthly in grade level teams to ensure all students are receiving literacy and math instruction at their level. Our gap for free/reduced price lunch versus non-free/reduced price lunch is around 10% and we use the same data and procedures to ensure all students have equitable access to high quality instruction. Professional development around low-income students and learning has been effective. We have PLC meetings monthly to discuss high yield teaching strategies and complete walk throughs to ensure those strategies have been implemented in our classrooms.*
- *Access to Diverse Teachers*
  - *Our staff mirrors our student diversity very well. Our hiring process always includes looking through diversity and equity lenses at all candidates. We check references and gather data about all possible hires.*

## 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

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 <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>80% of students who are kindergarten eligible will meet defined requirements to enter kindergarten as defined by WCA and have a preschool experience prior to entering kindergarten.</i></p> <p>80% of 3<sup>rd</sup> grade students will meet in reading and math based on the MCA assessment in each area. These scores will not be available until 2020-2021.</p>	<p><i>100% of students enrolled in Kindergarten Connection (4-year-old program) were screened with public health department.</i></p> <p>The district offered screening at each pre-kindergarten site various times through the summer and school year.</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  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *FAST Bridge data is used to determine progress. Each student is also benchmarked using the Fountas and Pinnell benchmarking system. Grade level norms have been set by nationally norming both FAST and Fountas and Pinnell. We review the data monthly and can sort data by student groups.*
- *Monthly data meetings support this goal. Reading and math intervention is given to each student.*
- *We meet monthly to determine student placement in flexible groups that are designed to meet specific student needs.*
- *Our FAST data gathered throughout the year shows student progress at each level. Benchmarking also shows the progress of the students. Common assessments at each grade level are also included in the data review.*

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>We will increase our reading proficiency from 58.6% to 65% proficient for students in 3<sup>rd</sup> grade as measured by the MCA III.</i></p>	<p><i>Our third grade reading proficiency level increased to 65.6% proficient.</i></p> <p><i>We would like to continue to increase this proficiency percentage to 68% for the following year.</i></p> <p><i>All students receive Tier 1 interventions. Using FAST, Benchmark and teacher anecdotal data, students are grouped for intervention. Those needing extra support receive that support through Title I or ADSIS. Students needing a challenge receive that instruction from licensed classroom teachers. Reading Corps is now full-time at both North and South for students in grades K-3.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

*Bulleed narrative is appreciated. 200 word limit.*

- *We use MCA, Benchmark and FAST data. We can disaggregate the data by student group.*
- *Monthly data meetings help sort the data. We also share data across grade levels to ensure we can provide what is needed for students to progress.*
- *We are working in PLC groups and implementing strategies. Administrators do walk throughs to ensure the strategies are being implemented in each classroom.*
- *We are increasing our proficiency scores and will continue to implement high yield strategies.*

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>The percent proficient for all students enrolled October 1 in grades 3-8 at WCA on all state reading accountability tests will be 80% by 2024 by increasing the percent proficient of the groups as follows:</i></p> <p><i>a) students identified as special education from 34.7% in 2017 to 45% in 2018 and to 55% in 2019 and to 60% in 2020 and to 65% in 2021 and to 70% in 2022 and to 75% in 2023 and to 80% in 2024.</i></p> <p><i>b) students identified as non-special education from 66.7% in 2018 to 70% in 2019 and to 75% in 2020 and to 80% in 2021 continuing to grow through 2024.</i></p>	<p><i>In 2017 34.7% of students identified as special education tested proficient on the MCA. That same year 68.4% of non-special education students tested proficient on the MCA.</i></p> <p><i>In 2018 28% of special education students tested proficient on the MCA. Non-special education students tested proficient at a rate of 66.7%.</i></p> <p><i>Special Education teachers all attended LETRS training, which helps build phonemic awareness.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> X On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit.*

- We use MCA, FAST and Benchmark data. We can disaggregate the data by specific student groups to see how we are growing and where we need to continue to provide support.*
- All staff are included in the data meetings and consulted when working with special education students. The district recently purchased some new supports for students with Autism and we hope to see results from this support once we take the MCAs this year.*
- Our PLC groups work monthly to discuss curriculum and student data. Administrators are part of these meetings as well.*
- We are increasing our proficiency scores and will continue to implement high yield strategies.*





## All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>We will increase our graduation rate from 95.1% in 2017 to 100% in 2018.</i></p>	<p><i>All seniors are required to take a Senior Seminar course. This course provides direct instruction in areas such as career exploration, resume writing and interview skills. Also, every senior will have a job shadowing experience.</i></p> <p><i>We have daily Tier II reading and math interventions for all students who demonstrate skill gaps.</i></p> <p><i>We have the REACH Program for select students in grades 7-12 who require both social and academic support to reach their potential.</i></p> <p><i>WCA has increased College in the School courses from 4 to 5 semester courses. For the 2018-2019 school year, this number will increase to 6 semester courses.</i></p> <p><i>WCA offers courses that lead to certification for CNA, First Responder and EMT.</i></p> <p><i>Middle School students who “Exceed” on the MCA math assessment may take two math courses to accelerate achievement.</i></p> <p><i>WCA ACT composite scores have dropped from 22.5 to 19.7. The one-year decline in scores cannot be considered a trend or reflective of systemic instructional concerns; however, we are reviewing our learning targets and curriculum to ensure that students are well prepared to achieve an ACT score above the state average.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>X <input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

*Bulleled narrative is appreciated. 200 word limit.*

- *We use state assessment data, student grades and FAST data to determine which students have skill gaps and need extra support.*
- *The REACH program has been essential for students who have concerns outside of school that affect their abilities to achieve in the academic setting. The Tier II interventions are also available to all students.*
- *Several strategies are outlined in the results column and we are constantly reviewing course offerings and data to determine what all students at all levels need.*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>West Central Area will have a graduation rate of 96% in the spring of 2017.</i></p>	<p><i>West Central's Graduation Rate went from 90.4% in 2016 to 95.1% in 2017.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> <i>On Track</i>  <input type="checkbox"/> <i>Not On Track</i></p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> <i>Goal Met</i>  <input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

*Bulleated narrative is appreciated. 200-word limit.*

- We are tracking our students' data and progress. We have accessed the SLEDS data to determine where our students are going after their time with us. The counselor is keeping a close eye on credits and graduation requirements and meeting frequently with students to ensure they are on track to graduate.*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*Bullethead 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?*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*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?*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.