



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

District or Charter Name:

Grades Served:

WBWF Contact: Wade Johnson

Title: Superintendent

Phone: 218-867-2116

Email: wjohnson@rothsay.k12.mn.us

A and I Contact: N/A

Title: N/A

Phone: N/A

Email: N/A

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.

If you have questions while completing the WBWF portion of the summary, please feel free to email 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.

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.rothsay.k12.mn.us

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 10, 2018 – 6:15PM

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)
Wade Johnson	Superintendent/HS Principal	N/A
Emily Sternberg	PreK-6 Principal	N/A
Jessi Christ	Board member/Parent	N/A
Anita Heier	Math Teacher/Parent	N/A
Lori Tillman	Elementary Teacher/Parent	N/A
Jen Sletten	Business Teacher/Parent	N/A
Kristin Heidecker	Elementary Teacher/Parent	N/A
Ingrid Johnson	Elementary Teacher/Parent	N/A
Jessica Metzger	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.
- Rothsay as a school and a community is small enough that it makes it easy for board members, administration, teachers, parents, and community members to review access data at a variety of meetings. These meetings occur at staff meetings, PLCs, Technology meetings, board meetings, and more. Most are on a regular, recurring basis.
 - Rothsay schools does well in the achievement gaps relating to low-income students. Because of the low number of ethnically diverse populations, it is nearly impossible to measure the achievement gaps of students of color and American Indian students.
 - In addition to an income gap, the root causes of problems for those students would be travel and distance from school. The district is trying to find ways to better transport its students so they can more easily participate in our after/before school activities.
 - Also, the district has changed its eligibility requirements to allow for greater access to our activities at school. Again, most students achieve more when participating in extracurricular activities.
 - While having some trouble attracting qualified teachers, our sample size is so small that we do not have a problem with low-income, students of color, and American Indian students being taught by less qualified teachers.
 - Rothsay’s plan is to always strive to find a corps of highly qualified teachers.

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 Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>2018-19 District kindergarten readiness goal in Math: To increase the number of students entering kindergarten meeting benchmark (above 20th percentile) in early math skills composite score by 2% according to the Formative Assessment System for Teachers (FAST™). 71% in fall 2018 to 73% in fall 2019.</p> <p>2018-19 District kindergarten readiness goal in Reading: To increase the number of students entering kindergarten meeting benchmark (above 20th percentile) in early reading skills composite score by 2% according to the Formative Assessment System for Teachers (FAST™). 88% in fall 2018 to 90% in fall 2019.</p>	<p><i>This is a new smart goal to be measured for the 18-19 year.</i></p> <p><i>This is a new smart goal to be measured for the 18-19 year.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- Rothsay schools are making it their mission that all our students can read well. We plan to incrementally improve our kindergarten readiness percentage by two points per year through progress monitoring with FAST testing of our kindergarten students.
- Our efforts to sustain and continue our Voluntary Pre-Kindergarten program is our plan to sustain lasting success in this area.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
2018-19 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students' proficient to the state average for 2019 in all identified subgroups. 56% in 2018 to 58% in 2019. (55.7% proficient is the 2018 state average)	<i>This is a new smart goal to be measured for the 18-19 year.</i>	Check one of the following: Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3

- Rothsay School collects and analyzes the FAST benchmark data administered fall, winter, and spring, as well as STAR reading data administered monthly to identify the students falling below benchmark or not meeting progress-monitoring goals. Data disseminated by FAST and STAR provides information connected to specific skills and standards that students in all subgroups, specifically, Free-Reduced Lunch and Special Education, meet goals for growth and performance.
- Rothsay School Multi-Tiered Systems of Support provide services and programming through Title I and RTI for students not meeting benchmark criteria. Highly qualified, trained staff members administer interventions and progress-monitor student growth weekly to measure growth. At Rothsay Public School, our MTSS/RTI model is designed to provide specific, targeted, research-based interventions at varying rates of intensity, based on students' needs. Diagnostic data (STAR, Fastbridge, MCA) is used to determine which students are at risk, how far below the target they are, and which skills/concepts they are struggling with. Students are placed in the intervention program(s) that best meet their needs. Current interventions in Tier 2 and 3 include (but are not limited to): PRESS, Guided Reading, Rock-n-Read, Dreambox, IXL, Reading Eggs, Reading Express, Math Corps, Reading Corps. Students are progress monitored weekly so that adjustments can be made to their intervention program as needed, or the student can test out of their current intervention. Our goal is for students' skills to be at or above benchmark for their grade level.
- Currently our strategies are well-implemented with qualified, trained staff administering interventions, collecting and analyzing data, and evaluating student progress. Students not responding effectively to Tier 1 instruction, our Tier 2 instruction supplements core instruction using targeted, evidence-based small-group interventions to help them catch up. Students identified in Tiers 2 and 3 are progress monitored weekly, which allows us to continually target and adjust instruction for students within each tier.
- Our PLCs and Student Assistance Team meet regularly to analyze assessment data, construct learning initiatives and evaluate the effectiveness of our instruction/and or interventions based on students' performance and rate of learning success.

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>2018-19 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Math: To increase the number of students' proficient by 2% in all identified subgroups. Rothsay's only identified subgroup is free and reduced. 48.2% in 2018 to 50.2% in 2019. (35.9% proficient in free and reduced is 2018 state average)</p> <p>2018-19 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students' proficient by 2% in all identified subgroups. Rothsay's only identified subgroup is free and reduced. 54.9% in 2018 to 56.9% in 2019. (40.1% proficient in free and reduced is 2018 state average)</p>	<p><i>This is a new smart goal to be measured for the 18-19 year.</i></p> <p><i>This is a new smart goal to be measured for the 18-19 year.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

▪ Rothsay schools always wish to close all achievement gaps with regards to our one measurable sub-group, free and reduced, and hope to maintain that course as we are doing well in that area.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>The goal of Rothsay schools is to have 100% of their graduates career and college-ready by graduation.</i></p>	<p><i>This is a new smart goal to be measured for the 18-19 year.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

- The data used to determine career and college readiness will be a survey of our seniors just prior to their graduation. We want every senior to have a solid plan in place to embark on a career or to enter college. Rothsay schools has doubled its career counselor time in order to make sure that our students have a plan. The plan includes personal learning plans, college fairs, job fairs, job shadowing, one on one career and college advisement meetings, parent meetings, and FAFSA informational meetings. The strategies are solid and should provide students with a plan for success. The final survey will determine our results.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
100 % of 2017-18 students in grade 12 will graduate.	96% of 2017-18 students in grade 12 graduated.	Check one of the following: Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12

- Rothsay schools have a mission to have all students graduate as a goal. While realizing that 100% is a lofty goal, we are not shying away from the challenge. All students should graduate from high school and we are prepared to help them do so. We have an excellent intervention system that should aid any student who has the drive to succeed to their ultimate high school goal, graduation.

