



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

District or Charter Name: Lac qui Parle Valley ISD 2853

Grades Served: Pre-K through Grade 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 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.

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.

➤ <https://www.lqpv.org/>

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 5, 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)
Alyssa Besonen	Parent & Teacher	
Brenda Bormann	Parent	
Scott Conn	Parent & Board member	
Dawn Hegland	Parent & Executive Director of the Upper Minnesota Valley Regional Development Commission	
Maureen Heinecke	Principal	
Amber Molden	Parent	
Scott Sawatzky	Parent & Principal	
Greg Schmidt	Superintendent & Parent	
Jake Sieg	Parent & LqP County Auditor	
Kipp Stender	Parent & Principal	

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*
 - *Who is included in the conversations to review equitable access data and when do these occur?
Principals, PLC's*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?
Our Micronesian population, all of them low-income students, continue to struggle with reading.*
 - *What are the root causes contributing to your gaps?
English is their second language. They don't get encouragement to speak or read English at home.*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?
We added EL time at Appleton-Milan Elementary School in 2018-19 and intend to add more in 2019-20.*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?
We haven't had a person of color apply for a position in our district – yet.*
 - *What efforts are in place to increase the diversity of the teachers in the district?
We have begun contacting teacher preparation programs directly instead of relying solely on advertising on employment websites.*

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><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>All 4-year old students in the district enrolled in our collaborative pre-school programs.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In 2017-18 we had 54 of 62 4-year olds enrolled in pre-school programs in the district.</p> <p>In addition to partnering with Head Start, we have received School-readiness and Voluntary Pre-K funding to assist families.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input 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>

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?*
Pre-school census numbers give us data on how many 4-year olds there are in the district. Head Start is aggressive in their identification of low-income children to enroll in our collaborative program.
- *What strategies are in place to support this goal area?*
Pre-school screening, mailings to parents, home visits when appropriate.
- *How well are you implementing your strategies?*
We feel good about our combined efforts.
- *How do you know whether it is or is not helping you make progress toward your goal?*
The percentage of 4-year olds enrolled in pre-school programming in our district continues to climb.

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
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>65% of all third grade students will meet proficiency in MCA III Reading in 2017-18. This would be up from 56.1% in spring 2017.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>64% (32 of 50) of students in third grade were proficient in the MCA II Reading test. The state-wide average was 55.7%</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input 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 grade 3</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?*
MCA III data to establish the goal.
- *What strategies are in place to support this goal area?*
We use Title I funds and make use of Reading Corps employees to assist our students.
- *How well are you implementing your strategies?*
We are doing well.
- *How do you know whether it is or is not helping you make progress toward your goal?*
It's too early to tell, but we feel like the extra resources are helping move our students forward.

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>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>50% or more of our Free and Reduced population will meet proficiency on the MCA III reading test in 2018 compared to 45.1% meeting proficiency in 2017.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>45.2% met proficiency in 2018.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

Bulleed 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?*

MCA III 2017 Reading Test data for All students was compared to the test data for the Free and Reduced population. 67.8% of our non- F & R population met proficiency in 2017, while only 45.1% of our F & R population met proficiency in 2017.
- *What strategies are in place to support this goal area?*

We have added support in the K-4 building with the most need.
- *How well are you implementing your strategies?*

We are trying to figure out how to provide additional resources at our 5-12 building. That is a goal for 2019-20.
- *How do you know whether it is or is not helping you make progress toward your goal?*

We anticipate a larger percentage of Free and Reduced students will meet proficiency.

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>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>We didn't have a specific SMART goal for 2017-18.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>We added two new courses for students in 2018-19. Introduction to Medical Careers and a Certified Nursing Assistant course we added with the assistance of Johnson Memorial Healthcare, Appleton Area Health Services and Madison Healthcare Services. We are looking into offering an Introduction to Education course in 2019-20.</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 type="checkbox"/> Goal Not Met</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?*
We ask students every year via a survey what should be offered and what they would sign up for during registration.
- *What strategies are in place to support this goal area?*
Within budget constraints, we do our best to meet the needs of students.
- *How well are you implementing your strategies?*
We are doing well.
- *How do you know whether it is or is not helping you make progress toward your goal?*
Our students are satisfied with our course offerings.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>Graduate all students in 2017-18.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>All 60 of our students graduated in 2017-18.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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?*
Our graduation rates are good from year to year – 2013 – 94.8%; 2014 – 100%; 2015 – 94.3%; 2016 – 85.5%; 2017 – 97.6%; 2018 – 100%
- *What strategies are in place to support this goal area?*
Touch base with struggling kids early and often.
Provide alternatives for students to meet graduation requirements.
- *How well are you implementing your strategies?*
Our graduation rate was 95.0% over the 6-year period from 2013 to 2018.
- *How do you know whether it is or is not helping you make progress toward your goal?*
We graduated 302 of 318 students during the 6-year period from 2013 through 2018.

