



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

District or Charter Name: Waseca Public Schools
Grades Served: P-12WBWF Contact: Thomas R. Lee
Title: Superintendent
Phone: 507-9835-2500
Email: leet@waseca.k12.mn.us

A and I Contact: Thomas R. Lee
Title: Superintendent
Phone: 507-835-2500
Email: leet@waseca.k12.mn.us

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.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 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.

 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.


<https://mn02207441.schoolwires.net/Page/158>

 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 A&I plan for participating districts) for the 2017-18 school year.

Thursday, December 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)
Elizabeth Deen	SpEd Case Facilitator	
Gwen Kruger	Teacher on Special Assignment	
Sydney Piras	JSHS Counselor	
Charlie Priebe	School Board	
Randy Zimmerman	School Board	
Julie Anderson	School Board	
Jeanne Swanson	JSHS Principal	
John Huttemeier	Intermediate School Principal	
Ben O'Brien	Elementary Principal	
Heather Harms	Special Ed Director	
Gretchen Sankovitz	Parent/Community Member	

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?
Site Leadership Teams (comprised of teachers, support staff and administrators), Administrators,
Hiring Teams (comprised of instructional staff, administrators and sometimes parents)*

- o *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?*
District Administration utilizes State-approved evaluation practices to identify effective teachers, those who need continued improvement, and support inexperienced teachers etc. One component of this includes peer-observation. We also have Teachers on Special Assignment in collaboration with MSU- Mankato working with our least experienced teachers as mentors. We have not found any gaps in equitable access.
- o *What are the root causes contributing to your gaps?* **NA**
- o *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 have a rigorous hiring process. Each new teacher (regardless of experience outside the District) has a District mentor and participates in a First Year Academy (on-going training). We also have Second and Third Year Academies for ongoing staff development. We have utilized personalized staff development

Access to Diverse Teachers

- o *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
We have had very little opportunity to hire teachers who are ethnically diverse and reflect the diversity of our students. When we have had the opportunity, we have hired them. However, since our teaching force is not very diverse, potential candidates have turned us down because they do not want to be isolated themselves. In rural MN though, it remains a challenge to find any qualified and capable teachers.
- o *What efforts are in place to increase the diversity of the teachers in the district?*
We have a partnership with MSU – Mankato to assure a number of student teaching placements within the district. We attend Teacher Recruitment Fairs.

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> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>95% of incoming Kindergarteners will be Ready for K compared to the 90% in 2017, as measured by our Kindergarten Readiness Assessment, other benchmark data and teacher observation.</i></p> </div>	<p>97% of incoming Kindergarteners were deemed ready for K fall 2018.</p>	<p><i>Check one of the following:</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>

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?*

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
<div style="border: 1px solid black; padding: 5px; color: blue; font-weight: bold;"> 73% of all 3rd grade students will demonstrate proficiency on the 2018 MCA Reading Assessment compared to the 71% in 2017 </div>	<p>52% of Hartley 3rd graders either met or exceeded state standards on the 2018 MCA Reading Test.</p>	<p>Check one of the following:</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" 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?*
- *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?*

- ***We progress monitor students frequently using FAST. We have a systematic way of identifying students who are struggling to meet academic standards and Tiered Interventions that are provided students when they struggle. The interventions provide data through FAST that students are making progress. Unfortunately, several 3rd graders did not make the level of proficient although they made good progress.***

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percent of All students who earn levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 56 % in 2017 to 58% in 2017.</p>	<p>53% were proficient as measured by the math MCA. (1023 students total)</p>	<p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of All students who earn levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 60% in 201 to 62% in 2018.</p>	<p>57% were proficient as measured by the reading MCA.</p>	<p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of Hispanic students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 34% in 2017 to 36% in 2018.</p>	<p>28% were proficient as measured by the math MCA. (102 students total)</p>	<p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of Hispanic students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 40% in 2017 to 42% in 2018.</p>	<p>42% were proficient as measured by the reading MCA.</p>	<p>One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p>The percent of Free/Reduced Price Lunch students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 40% in 2017 to 42% in 2018.</p>	<p>38% were proficient as measured by the math MCA. (370 students total)</p>	<p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of Free/Reduced Price Lunch students who earn levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 48% in 2017 to 50% in 2018.</p>	<p>43% were proficient as measured by the reading MCA.</p>	<p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of EL students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MTASS in Waseca</p>	<p>10% were proficient. (50 students total)</p>	<p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

<p>Public Schools will increase from 23% in 2017 to 25% in 2018.</p>	<p>23% were proficient.</p>	<p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of EL students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MTAS in Waseca Public Schools will increase from 26% in 2016 to 28% in 2017.</p>	<p>33% were proficient. (194 students total)</p>	<p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p>The percent of Special Education students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 28% in 2017 to 30% in 2018.</p>	<p>32% were proficient.</p>	<p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p>The percent of Special Education students who earn levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 28% in 2017 to 30% in 2018.</p>	<p>19% were proficient. (33 students total)</p>	<p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p>The percent of Black students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 42% 2017 to 45% in 2017.</p>	<p>27% were proficient.</p>	<p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p>The percent of Black students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 49% in 2017 to 50% in 2018.</p>		<p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" 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?*

- *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

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>85% of graduating seniors will report they are ready for college/career on the Senior Exit Survey conducted in May, 2016</i></p> <p><i>70% of graduating seniors will report they are headed to either a 4 year or 2-year post-secondary school upon graduation.</i></p>	<p><i>When asked on an exit survey, “How well do you feel prepared for your transition to college, the workplace or the military”, graduating seniors responded:</i></p> <p><i>12% Excellent</i></p> <p><i>36% Good</i></p> <p><i>29 % Average</i></p> <p><i>78% Total</i></p> <p><i>22% Either below average or needs improvement.</i></p> <p><i>85% of graduates reported plans to attend a 4 year (68%) or 2-year (18%) post-secondary school.</i></p>	<p>One-Year Goal</p> <p><input type="checkbox"/>Goal Met</p> <p><input checked="" type="checkbox"/>Goal Not Met</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/>Goal Met</p> <p><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?*
- *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

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>The District's Graduation rate * will remain above 90% .</i></p> <p><i>*Waseca's graduation rate includes students from the Waseca High School and the ALC. Our ALC population includes students from other districts (WEM, JWP and NRHEG).</i></p> <p><i>The Waseca High School graduation rate will remain above 90%.</i></p>	<p><i>Waseca District had an 85% graduation rate.</i></p> <p><i>Waseca High School had a 93% graduation rate.</i></p>	<p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p>One-Year Goal</p> <p><input checked="" 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?*
- *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?*

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 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?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</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>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</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?*
- *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.