



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

District or Charter Name:

Grades Served:

WBWF Contact: William Crandall  
Title: Superintendent  
Phone: 218-387-2271  
Email: bcrandall@isd166.org

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.

➤ [www.cookcountyschools.org](http://www.cookcountyschools.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 15, 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)
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District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
W. Crandall	Superintendent	
Bill DeWitt	Principal/parent	
Mitch Dorr	Ast. Principal/parent	
Natalie Shaw	Teacher/Qcomp coordinator	
Sissy Lunde	Parent/Board member	
Jana Larson	Teacher	
Rachel Liechty	Early childhood teacher/parent	
Kris Hoffman	counselor	
Maria Burnett	Grand Portage Representative	
Jaye Clearwater	Preschool 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.

- *The administrative team reviews equitable access data with the school board. The administrative team conducts teacher evaluation to determine the effectiveness of our staff and review such data for the individual buildings and district wide.*
- *Qcomp team conducts peer review of staff.*
- *Our Q Comp committee also reviews school district data. The data is reviewed during the spring and fall when data is collected.*
- *We follow our hiring process to get appropriately licensed teachers in our schools.*
- *We have not identified any gaps related to equitable access to licensed staff for low-income students or any sub group of students.*
- *We use both MCA and NWEA data to identify any achievement gaps along with staff assignments and staff effectiveness and licensure status.*
- *We have difficulty getting a deep pool of candidates when posting for teaching positions. We are always recruiting for staff that reflects both our community and student population. We post for job posting on the St. Cloud Ed post for staff positions and our web site to attract a diverse pool of candidates for open positions. We also have Grand Portage post our open positions.*

## 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.

X 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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
In 2016 our district had 88% of children begin K at age 5 all children beginning at age 6 were retained in K. By 2017/2018, the district will maintain 88% of children beginning K at age 5, with none of the children beginning at age six due to retention in K.	The Cook County School District did not retain any students in the 2017-2018 school year in Kindergarten.	<b><i>One-Year Goal</i></b>  <i>X Goal Met</i>

We collect data for each section of preschool. We disaggregate the data by age level and by each section in our schools. The data based on skill level is collected as part of the COR curriculum assessment done with all of our students. We do a pre and post assessment measuring growth for the individual students and for the program. Student observation and screening data is compiled using several domains in the COR curriculum. Data based on skills is important for kindergarten readiness and appropriate preschool experience include literacy, number, social and emotional skills.

- Data can be disaggregated by section, school site, individual child, age, Native American and special needs identification.

Strategies:

- Students: appropriate activities, introduction to a wide variety of concepts and skills
- Staff: Professional development & staff meetings

Implementation:

- Professional development opportunities for staff based on appropriate activities for skill development are provided as available. Staff meetings to review/revise goals are held.

Assessment data:

- We compare student data from the fall to spring, and also year to year to see trends where new teaching strategies may be needed.

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><b>GRADE K</b></p> <p>70% of Kindergarten students will be at or above the NWEA MAP spring 2018 reading benchmark score of 158.1.</p>	<p><b>61%</b> of Kindergarten students were at or above the NWEA MAP spring 2018 reading benchmark score of 158.1.</p>	<p><b>One-Year Goal</b></p> <p>X Goal Not Met</p>
<p><b>GRADE 1</b></p> <p>70% of 1st Grade students will be at or above the NWEA MAP spring 2018 reading benchmark score of 177.5.</p>	<p><b>70%</b> of 1st Grade students were at or above the NWEA MAP spring 2018 reading benchmark score of 177.5.</p>	<p>X Goal Met</p>
<p><b>GRADE 2</b></p>	<p><b>81%</b> of 2nd Grade students were at or above the NWEA MAP spring 2018</p>	<p>X Goal Met</p>

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p>80% of 2nd Grade students will be at or above the NWEA MAP spring 2018 reading benchmark score of 188.7.</p> <p><b>GRADE 3</b></p> <p>65% of 3rd Grade students will be at or above the NWEA MAP spring 2018 reading benchmark score of 158.1, and will also meet proficiency on the MCA III Reading assessment in Spring 2018.</p> <p><b>*Note:</b> 3rd Grade students DID NOT take the NWEA MAP reading test in spring 2018. The results for this grade are based only on the MCA III Reading assessment from Spring 2018.</p>	<p>reading benchmark score of 188.7.</p> <p><b>79%</b> of 3rd Grade students met proficiency on the MCA III Reading assessment in Spring 2018. 3rd Grade students did not take the NWEA MAP reading test in Spring 2018.</p>	<p><i>X Goal Met</i></p>

**What strategies are in place to support this goal area?**

Interventions are done on a daily basis in 20-40 minute time slots by 1.5 Title teachers, 1 full time ADSIS teacher, and paraprofessionals. MI Time is 30 minutes daily within the classroom, designed for teachers to implement interventions.

**Reading Specific Interventions used K-3 (K2)-**

- Orton Gillingham
- Barton Reading & Spelling System
- IXL
- Great Leaps
- Read Naturally
- AIMS WEB
- Words Their Way
- Cover and Copy
- Guided Reading and Writing
- Leveled Books/Journeys
- Rigby Books
- RAZ Kids

**How well are you implementing your strategies?** All teachers and paraprofessionals are implementing strategies consistently and skillfully. (Very Well)

**How do you know whether it is or is not helping you make progress toward your goal?** Sawtooth Mountain Elementary Child Study Team tracks all interventions and adjusts when student goals are met. If adequate progress is not being met, the student is brought to Child Study. We also track yearly data on our Sawtooth Elementary Data Document for every student and use it to analyze which students qualify for interventions, Title services, ADSIS services, and MI Time teacher interventions. (No AMERICORP reading program at this time)

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><b>District Wide:</b> GOAL: Using the spring overall MCA Math Scores, the percentage of all students in grades 3-11 at Cook County Schools who met proficiency will increase from 40.4% in Spring 2017 to 47.4% in Spring 2018.</p>	<p>Using the spring overall MCA Math Scores, <b>40.3%</b> of all students in grades 3-10 at Cook County Schools met proficiency.</p>	<p><b><i>One-Year Goal</i></b> X <i>Goal Not Met</i></p>
<p><b>District Wide:</b> GOAL: Using the spring overall MCA Reading Scores, the percentage of all students in grades 3-10 at Cook County Schools who met proficiency will increase from 54.7% in Spring 2017 to 61.7% in Spring 2018.</p>	<p>Using the spring overall MCA Reading Scores, <b>56.1%</b> of all students in grades 3-10 at Cook County Schools met proficiency.</p>	<p>X <i>Goal Not Met</i></p>

**Strategies :**

Interventions for the elementary are done on a daily basis in 20-40 minute time slots by 1.5 Title teachers, 1 full time ADSIS teacher, and paraprofessionals. MI Time is 30 minutes daily within the classroom, designed for teachers to implement interventions. Native academic center in place.

**Reading**

- Orton Gillingham
- Barton Reading & Spelling System
- IXL
- Great Leaps
- Read Naturally
- AIMS WEB
- Words Their Way
- Cover and Copy
- Guided Reading and Writing
- Leveled Books/Journeys
- Rigby Books
- RAZ Kids

**Math**

- Tutoring for Native population
- Schoolwide Rocket Math for fact automaticity
- Schoolwide IXL- iPad app (all math concepts)
- Touch Math
- Key Math
- Everyday Math Concept Games
- Singapore Math Intensive Practice
- ABC ya - online math practice

**Implementation:** All teachers and paraprofessionals are implementing strategies consistently and skillfully.

**Working or not?** Child Study Team tracks all interventions and adjusts when student goals are met. If adequate progress is not being met, the student is brought to Child Study. We also track yearly data for every student and use it to analyze which students qualify for interventions, Title services, ADSIS services, and MI Time teacher interventions. We are seeing growth but not at the rate predicted or staying at the same level.

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p>All 10 -12 grade students will have been provided the opportunity to take no less than 2 career or college readiness examinations (ACT, ASVAB, SAT, or Accuplacer) and have the opportunity to schedule time with the school counselor in order to help guide them towards future college or career options upon completion of their 11th grade year.</p> <p>All 8th graders will take a careers course as part of their "exploratory" elective offerings</p>	<p>All 8th grade students took Careers as a course during the 2017-2018 school year. During the 2017-2018 school year the ASVAB, ACT, SAT or Accuplacer were optional for students in grades 10-12. The ACT and Accuplacer had 80% taking these options.</p>	<p><b>One-Year Goal</b></p> <p>X Goal Met</p>

We use data from our school enrollment, registration for ACT, SAT and Accuplacer, the ASVAB, Career courses, PSEO enrollment, and college enrollment data. The data is for all students and can be broken down by the different sub groups identified by the district.

We promote the taking of the ACT and SAT for students pursuing a four year college program. The Accuplacer is in place for the students taking college in the schools courses or articulated courses along with students interested in attending one of the many community colleges in our area. We have our entire student class take the ASVAB. We utilize the Naviance program in our career course for all of our students.

We are able to connect with all of our students through our career course that provides them with career and interest data that is provided to the individual students and explained. In providing the ASVAB the data from the assessment gets interpreted for those students taking this assessment to provide worthwhile information about future career and college options.

We see a large percentage of our current and graduating students taking college in the school, PSEO and enrolling in postsecondary options from our schools.

## All Students Graduate

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
All high school seniors in the class of 2017 starting the 2016-2017 school year will graduate in the spring of 2017 meeting all graduation requirements of the Cook County School District increasing from 87.8% in 2016 to a graduation rate of 90% or higher in 2017.	Graduation rate from MN report card is at 90.5% for Cook County School District graduation in 2017.	<p><b><i>One-Year Goal</i></b></p> <p><i>X Goal Met</i></p>

We look at our graduation rates from past years and current year. The data is broken down by graduated, dropped out and continuing from the MN report card data. We can also disaggregate the data by sub group and our subgroups are free/reduced lunch meals, not eligible free/reduced lunch meals, white students, Native population, non-special education and special education students.

- Guidance counselors meet with every student individually to verify that students are on track for graduation.
- Special education programming case managers track students for being on track for graduation.
- Northland Learning Center is in place for credit recovery
- ADSIS for reading and math skill development

We are implementing the strategies in each program with fidelity. We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group. We know strategies are working based on credit completion, skill growth and graduation of individual students.

## 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>

*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>
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*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.