



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

**District or Charter Name:** Goodhue County Education District

**Grades Served:** K-12

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A and I Contact: N/A  
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](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.

- *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.*
- *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.*

## 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)
Jillynne Raymond	Assistant Director of System Development	
Brian Cashman	Coordinator of Alternative Programs	
Maggie Helwig	RBEC Director of Special Education and Principal	
Beth Borgen	Tower View Principal	
	Invitations have been extended for Parent/Community Member Representative and we will continue our efforts to recruit.	

## 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?*
  - *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?*
  - *What are the root causes contributing to your gaps?*
  - *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?*
- *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?*
  - *What efforts are in place to increase the diversity of the teachers in the district?*

## 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 type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>Kindergarten students at RBEC will have an IEP behavioral goal to school readiness.</i>	<i>Goal met.</i>	Check <b>one</b> of the following:  <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> District/charter does not enroll students in kindergarten

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

- *Due to our setting and small student population, we look at each individual child, thus ensuring all Kindergarten students at RBEC will have an IEP goal associated with school readiness.*

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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>For our unique population, we extend this goal beyond 3<sup>rd</sup> grade. We measure</i>	<i>The median student growth percentile was 40 as measured by Spring 2018</i>	<i>Check <b>one</b> of the</i>

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>literacy growth for this WBWF goal and also for our one of our Q-Comp goals.</i></p> <p><i>The K – 10 students (participating in universal benchmarking) at River Bluff Education Center will increase this year’s median Student Growth Percentile (grade level peers) from 31.5 (2016-17 school year) to 40 when measured by the FASTbridge Learning reading assessments from Fall 2017 to Spring 2018.</i></p>	<p><i>FASTbridge reading assessments.</i></p>	<p><i>following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input 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?*
- *We universally benchmark our students in the fall, winter, and spring using FASTbridge.*
- *Our cell sizes are too small to disaggregate by student group, but we do examine student data at the building level and at the individual student level.*
- *Strategies that we are using to help include:*
  - \* Literacy Coach*
  - \*Unpacking literacy standards and mapping goals for the year*
  - \*Implementing Balanced Literacy Framework curriculum*
  - \*Professional Learning Communities’ focus on the literacy goal*

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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>								
<p><i>The percentage of students enrolled October 1 in grades 3 through 10 at River Bluff Education Center who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading will increase from 11.1% in 2017 to 22% in 2018.</i></p>	<p><i>Our cell sizes are too small to report by group.</i></p> <p><i>2017-18 results: 27%</i></p> <p><i>Previous Years</i></p> <table border="0"> <tr> <td><i>2016-17</i></td> <td><i>11.1%</i></td> </tr> <tr> <td><i>2015-16</i></td> <td><i>7.9%</i></td> </tr> <tr> <td><i>2014-15</i></td> <td><i>23.3%</i></td> </tr> <tr> <td><i>2013-14</i></td> <td><i>26.7%</i></td> </tr> </table>	<i>2016-17</i>	<i>11.1%</i>	<i>2015-16</i>	<i>7.9%</i>	<i>2014-15</i>	<i>23.3%</i>	<i>2013-14</i>	<i>26.7%</i>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>
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<i>2013-14</i>	<i>26.7%</i>									

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

- Our cell sizes are too small too disaggregate by student groups. We examine this data at the building level and individual student level.*
- The most important strategy we use to support this goal is through an individualized learning plan in the form of an IEP (individual education plan) or a CLP (continuous learning plan). Then with strong relationship building, we strive to engage (and more frequently re-engage) our students in their learning.*
- Another strategy that we have begun to implement is talking to our students more about the importance of taking the state achievement tests seriously and to do their very best.*

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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>100% of RBEC 9<sup>th</sup> Grade Students will participate in a transitions inventory. From the inventory, they will each create a career and education goal in either their IEP or their CLP.</p> <p>100% of students in grades 9 through 12 will develop a career and education goal in either their IEP or CLP. These students' case managers or advisors will assist students with progress monitoring these goals.</p>	<p>Goal met.</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- We are able to use students IEPs and CLPs to collect the data on this goal.
- Due to our small settings, we are continually focused on each individual student so case managers or CLP managers are able to ensure that all appropriate students will have the goal on either their IEP or CLP.



## All Students Graduate

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>100% of 11<sup>th</sup> and 12<sup>th</sup> grade River Bluff Education Center students at risk of not graduating on time will be offered to participate in Check and Connect, an evidence-based school dropout prevention program.</p> <p>100% of 11<sup>th</sup> and 12<sup>th</sup> grade Tower View students are scheduled for individual meetings with their advisors every three weeks to discuss their plan to graduate.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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 <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?
<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.