



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

District or Charter Name: Buffalo/Hanover/Montrose

Grades Served: K-12

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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.*
<http://www.bhmschools.org/departments/teaching-learning/mca-ii-test-results-2009/worlds-best-workforce-2015>
- *Provide the direct website link to the A & I materials.*
<http://www.bhmschools.org/departments/teaching-learning/achievement-integration-plan>

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.

- *Public Meeting Nov. 26th, 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)
Director of Teaching & Learning	Pam Miller	District-wide X A&I
Director of Special Education Services	Amy Green	*PES & BHS parent also
Buffalo Community Middle School Principal	Matt Lubben	*TES & BCMS & BHS parent also X A&I
School Board Member	Bob Sansevere	*PES & BCMS & BHS parent
School Board Member	Stan Vander Kooi	
Hanover Elementary Parent	Consuelo Silbernagel	*BHS parent
Montrose Elementary Parent	Melissa Gudvangen	
Northwinds Elementary Parent	Sam Sandsness	
Parkside Elementary Parent	Phil Giddings	*TES & BCMS & BHS parent
Buffalo Community Middle School Parent	Kim Thompson	*BHS parent
Buffalo Community Middle School Parent	Angela Laho	*TES & BCMS & BHS parent
Buffalo High School Parent	Kayla Johnson	*BCMS parent
Buffalo High School Parent	Angela Miller	
Buffalo High School Parent	Beth Davis-Salonek	*TES parent
Buffalo Community Representative	Dave Rietveld	*BHS & BCMS parent
Montrose Community Representative	Gregg Sarkinen	*TES & BCMS & BHS parent

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?* **K-12 Administrators, HR Director, Superintendent and Director of Teaching and Learning review this during staffing discussions**
- *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?*
We haven't identified any gaps at this point.

- *What are the root causes contributing to your gaps?* **N/A**

- *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?*

During the Teacher Development and Evaluation process, administrators are committed to releasing teachers who are not meeting standards.

➤ *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?*

Overall, 1.4% of our teaching staff identify as a of a background other than white.

- *What efforts are in place to increase the diversity of the teachers in the district?*

In an effort to increase diversity, we advertise in both local and statewide job sites for our licensed teaching positions. However, we do not have a specific program in place to attract educators of diverse backgrounds.

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 reported 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
The percentage of children age 4 years as of October 1, 2017 who have attended BHM school readiness preschool for over 20 weeks will increase in their ability to identify numbers 1 - 5 or higher and connect each number to counted objects from 87% to 91% as measured using the TSGOLD assessment.	94% Proficient	<p>Check one of the following:</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> <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?

- 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
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of BHM students enrolled Oct. 1 in grade 3 who earn an achievement level of “Meets” or “Exceeds” standards will increase from 64.1% in 2017 to 68.1% in 2018 on all reading accountability tests (MCA and MTAS).</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>66.5% Proficient</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> <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?
- 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?

The percentage of BHM students enrolled Oct. 1 in grade 3 who earned an achievement level of meets or exceeds standards was 66.5%. Although this is an increase of 2.4% it did not meet our goal of 68.1% on all reading accountability tests (MCA and MTAS) in 2017.

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" 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>By 2019, the proficiency gap between the students who qualify for free/reduced price lunch and all BHM students, in all grades tested on state reading accountability tests, will decrease by 6.6%.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The proficiency gap between the students who qualify for free/reduced price lunch and all BHM students, in all grades tested on state reading accountability tests has been:</p> <p>2016-15.3%</p> <p>2017-12.4%</p> <p>2018-14.1%</p> <p>The trend is not decreasing.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/>On Track <input checked="" 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?*
- *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?*

The proficiency gap between the students who qualify for free/reduced price lunch and all BHM students, in all grades tested on state reading accountability tests has been:

2016-15.3%

2017-12.4% Decreased by 2.9%

2018-14.1% Increased by 1.7%

The data is not trending toward a 6.6% decrease in the gap

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>a. The district will increase proficiency on All Accountability Tests in Reading from 66.3 % in 2017 to 70.3% in 2018. The proficiency in math will increase from 68.9% in 2017 to 72.9% in 2018.</p> <p>b. The BHM district will establish baseline data in Fall 2017 to develop an academic growth goal as measured by the Measures of Academic Progress (MAP) in both reading and math. The academic growth goal will include Grades 2-8. The academic growth for grades 3-8 will be measure from fall-to-fall. The academic growth for Grade 2 students will be measured from fall-to-spring.</p> <p>c. The senior class of 2018 will increase their average ACT score from 21.1 to 22.0</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>a. 2018 Reading 64.9% Math 67.5%</p> <p>b. BHM completed the second data point of the MAP test and can now work on using the baseline data</p> <p>c. Average ACT score of the senior class of 2018: 21.7</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track x 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?
- 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 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>Using MDE's 4 year graduation rate (MDE reports on the prior school year) BHM students will increase from 92.4% in 2015 to 95% in 2017.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Grad. rate was 91.7%</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" 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 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?*

According to the MDE report card 4-Year Graduation Rate, (MDE reports on the prior school year) BHM students in 2017 have a graduation rate of 91.7%. *We did not achieve this goal.*
The goal was to increase from 92.4% in 2016 to 95% in 2017

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?
By 2020, the composite ACT score of students in Buffalo Hanover Montrose schools will increase from a 23 to a 24.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i> Average ACT 21.7	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i> Average ACT 21.7	<i>Check one of the following:</i> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track

Bulleted narrative is appreciated. 200-word limit.

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- *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?
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By 2020, the proficiency gap between the free/reduced price lunch students for all grades tested on all state reading accountability tests will decrease by 10%.	<i>Check one of the following:</i> <i>x Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i> <i>Proficiency Gap was 14.1% in 2017-2018</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i> <i>Proficiency Gap was 14.1% in 2017-2018</i>	<i>Check one of the following:</i> <i>x On Track</i> <input type="checkbox"/> <i>Not on Track</i>
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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.

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more schools choices for the students of our NWSISD member districts. The 2 magnet schools in our district have seen the enrollment of non-white students increase in the last year. We also have students participating in other programs offered through NWSISD, such as Educators Rising, Essence and Step Up. Participation in all of the groups has increased. Each of these groups provide students with multiple opportunities for college and career activities/events with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.