



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

District or Charter Name: Rushford-Peterson

Grades Served: EC-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 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.

➤ <https://www.r-pschools.com/page/3979>

## 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.

➤ *The annual meeting communicating the Rushford-Peterson WBWF plan was held on November 19, 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)
Mr. Ehler	Superintendent	
Jake Timm	6-12 Principal, Parent	
Angela Shepard	EC- 5 Principal, Parent	
Lisa Boyum	6 <sup>th</sup> Grade Teacher	
Dale Evavold	Community Member	
Lisa Lawston	Community Ed. Dir., Parent	
Jenni Bunke	Parent	
Chloe Bunke	RPHS Student	
Jessica Burt	1 <sup>st</sup> Grade Teacher	
Joyce Iverson	School Board Member	
Jenny Helgemoe	HS Guidance Counselor, Parent	
Shannon Kopperud	Title 1 Teacher, Parent	

Kaleah Davis, RPHS Student

Dr. Roger Cone, 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.

-All teachers at Rushford-Peterson are highly qualified and teaching in the field of their licensed degree. Therefore, all of our students including low income students and students of color have access to excellent teachers. We do not have any Native American students enrolled at this time.

- Rushford-Peterson currently has no minority teaching staff. In addition, our minority student population only makes up 3.5% of our total student enrollment. When we are hiring new staff we post not only locally but also through EdPost in an attempt to encourage people from out of the area to apply for our teaching 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.

X 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

X- WBWF Goal <b>Only</b>	<b>Result</b>	<b>Goal Status</b>
80% of Pre-School and Kindergarten students are Rushford-Peterson Schools will be proficient on the Fastbridge Early Reading assessments by the end of the 2017-2018 School Year.	74.4% of Pre-School and Kindergarten Students met the predetermined benchmarks	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></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>

We use the FastBridge early learning letter name fluency assessment.

*Strategies used to support this goal area?* Once a week every preschooler is tested on their skills in letter name fluency. It is a one-minute timed test. The teachers get an assessment sheet and can look at their progress. We can determine what letters each child needs to learn/review during large and small group activities.

*How well are you implementing your strategies?* We implement are strategies through large group instruction, such as our lakeshore learning DVD with letter identification, letter books, letter wall words, letter homework sheets, letter vest, letter posters, and ABC puppets. There are areas in the preschool rooms that allow students to write letters using different materials (pencils, markers, dry erase markers, and paint doobers) We do a lot of small group activities that focus on letter identification as well through fun sensory items like playdoh or shaving cream.

*How do you know whether it is or is not helping you make progress toward your goal?* It is a good monitoring system. It allows students to be familiar with identifying all letters of the alphabet in a timely manner and if needed move on to letter sounds.

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

X- WBWF Goal <b>Only</b>	<b>Result</b>	<b>Goal Status</b>
<p>90% of Rushford-Peterson Third Grade Students will be proficient on the 2017 MCA Reading Assessment or FastBridge Assessment for the 2017-2018 School Year.</p>	<p>80.4% of third grade students were proficient on either the MCA Reading assessment or FastBridge assessment at the end of the 2017-2018 School Year.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input checked="" type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></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>

- *What data have you used to identify needs in this goal area?* We use FastBridge reading assessment suite which includes early reading measures, early reading fluency and aR assessments. We also use the MCA Reading Assessment results. How is this data disaggregated by student groups? The FastBridge is not. MCA data is disaggregated and allows us to evaluate how minority and other student groups perform on this assessment.
  - *What strategies are in place to support this goal area?*
    - research based instructional strategies
    - intervention support is provided to underperforming students through our Title 1 and ADSIS programs
    - an extended day program is offered to provide additional skill building and practice
    - summer school program
- *How well are you implementing your strategies?* Our strategies are evaluated in a variety of ways including stake holder surveys and staff committee meetings.
- *How do you know whether it is or is not helping you make progress toward your goal?* Since the goal was not met we are increasing the time spent evaluating our literacy needs by reevaluating our district literacy plan and increasing the frequency of our literacy team meetings. This will allow us to make meaningful changes to programing which will impact student achievement.

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

X- WBWF Goal <b>Only</b>	<b>Result</b>	<b>Goal Status</b>
<p>Rushford-Peterson School will have all students including all subgroups meet targets for the proficiency index rate according to the districts 2018 MMR summary.</p>	<p>The State did not release MMR results. Using the North Star, we have a maximum gap of 26.3% between all students and our special education sub group for students who maintained or improved their achievement on the 2018 MCA Test.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>

*When we wrote this goal we planned to use the MMR summary for our results. Now that MMR results are no longer available we used the North Star results to show that the gap between all students and special education students was 26.3%. To help support our students we have the following programs-*

- High School - Intervention Study Hall*
- School with in a School program*
- Middle School – ADSIS, Grades 6-8 – Intervention Reading and Math*
- Before School Study Hall*
- Monthly Incentive Days- Teacher recommendations, homework completion*
- Elementary School – ADSIS, Grades K-5 – Intervention Reading and Math*
- Title 1, Grades K-4 – Reading and Math*

*The programs listed above are in place to help all of our K-12 students. The staff works throughout the year to identify the Middle School and Elementary School students for the ADSIS and Title programs by completing FastBridge assessments and having data review meetings to identify and support the students in need. The Middle School and High School study hall programs are in place to give students time and support with staff available to help as needed.*

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

X- WBWF Goal Only	Result	Goal Status
70% of 11 <sup>th</sup> Grade students at Rushford-Peterson will score a composite score of 21 or above on the ACT during the 2017-2018 school year.	62.8% of 11 <sup>th</sup> Grade students at Rushford-Peterson scored a 21 or above on the ACT Test.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>

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

- The data used to identify needs for this goal is the ACT test taken by our juniors. In addition, we identify juniors that do not take the ACT test and individually meet with them (as well as all our juniors) to identify post-secondary schooling/career goals. If a student is a four-year college student, we utilize the ACT data to help identify readiness. If a student is not, we utilize job-shadows and technical college visits to identify strengths and weaknesses and help prepare them for post-high school. We have all our seniors take a course called senior seminar that helps the students confirm their post-high school plans and gives them a step-step map through their senior year. In addition, we have a Google Doc shared among the HS principal, guidance counselor and Senior Seminar teacher that has notes and information from student conversations identifying post-secondary plans. We finally give our students a survey the last week of school to confirm their final plans and then compare data.



## All Students Graduate

X- WBWF Goal <b>Only</b>	<b>Result</b>	<b>Goal Status</b>
100% of Rushford-Peterson students will graduate with a 4 year cohort.	94.9% of Rushford-Peterson Students graduated with their 4 year cohort.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

### All Students Graduate:

Utilize MDE graduation data. As a district, we implement the following to help students graduate:

- Weekly F list sent from Principal to HS staff (gives staff an opportunity to have conversations with students)
- Monthly LC meeting of entire staff dedicated to student concerns (identify academic and social concern)
- Monthly small group Problem Solving Team meeting (take recommendations of staff and identify next steps)
- Identify 20 lowest non-special education students and enroll in intervention study hall (fluid and can change per trimester based on recommendations)
- Identify 10 lowest non-special education students (academically and socially), enroll in School within a School (elective class) for one period a day to help teach skills to pass other classes.
- Offer extended day and summer school for failing students.
- Give student connections survey to students and allow them to identify if they have what they need to be successful, if not, what do they need, and if they have a staff member they can confide in (utilize this when students struggle and have our connected staff reach out).
- Our staff is implementing well and loves talking about students, we utilize graduation data as well as our weekly and final F lists as data points.

## 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>

*Bulleated 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.