

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

District or Charter Name: Norman County West #2527

Grades Served: PreK-5

WBWF Contact: Mary Niklaus

Title: Elementary Principal

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A and I Contact: NA

Title: NA

Phone: NA

Email: NA

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 will publish a report on the district website. ncw.ncw.k12.mn.us

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.

Norman County West is not required to participate in the A & I plans.

∅ 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.

Norman County West School District reviewed the progress of our World's Best Workforce goals for 17-18 on Tuesday, October 16, 2018 at their regular school board meeting.

The annual public meeting for the NCW WBWF plan will be on Tuesday, November 20th at 6:30pm.

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
Dr. Jim Hess	Superintendent
Mary Niklaus	Principal

Kelsey Jacobson	Teacher
Dorinda Blotsky	Teacher
Jean Hendrickson	Teacher
Erin Holte	Teacher
Angie Larson	Parent
Dustin Reinhart	Parent
Emily Finney	Parent
Matt Nelson	School Board Rep/Parent
Kati Nelson	Community Member
Faye DeLong	Community Member
Jodi Bachmeier	Parent
Veronica Dye	Parent
Christina Jacobson	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.

Norman County West Schools are part of a very small school district and we only have one section of students at each grade level. Students have access to the curriculum in all grade levels and content areas by one teacher who teaches all students for that grade or course.

With that said, Norman County West was very conscious in our teacher evaluation program about ensuring high quality teachers at all positions. If a teacher's year end evaluation shows "Needs Improvement" a comprehensive improvement plan is developed that includes intensive research and work in areas of weakness as well as frequent support conferences with administration to strengthen those areas.

The NCW Teacher Evaluation process was created by a joint committee of teachers, administration and school board members. This agreement was passed by the NCW Education Association as well as the NCW School Board. As amendments have been added or changes made, these were also adopted by these governing bodies.

Norman County West strives to hire the highest quality staff available. Our hiring practices include advertising through newspapers and EdPost. Throughout the remaining process, we look for the best teacher available regardless of cost or years of seniority. High quality teaching is our goal.

Meeting the needs of our changing populations especially those of varying cultures is an ongoing discussion and planning process. Our school has seen many diverse families who have moved in and out over a short time and meeting individual needs can be a challenge with a small school. NCW uses the child study process to discuss these students individual needs and builds individual plans to meet those needs with appropriate staff.

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.

NA - 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 Only	Result	Goal Status
<p>50% of kindergarten students on the fall NWEA MAP for Primary Assessment in reading and math will be at or above the 50th percentile.</p>	<p>Using the fall 2018 NWEA scores as our measure, our incoming kindergartners had 64% at our above the 50th percentile in math and 36% in reading. These results are improved in math and remain similar to the past in reading.</p> <p>These results show this goal is partially met.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p>X On Track</p> <p>Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p>X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Norman County West runs a collaborative preschool with Headstart called West Adventure Center. During the fall of 2017, we implemented our Voluntary Pre-K program by enhancing the opportunities provided in West Adventure. This enhancement has given student more pre-reading and math support through a strong blended program with Head Start. The enhancements in the program this year were better communication between programs, focus on

early literacy and math skills, ongoing meetings communicating needs and supports and additional training for staff.

Students who did not take part in this program are also included in this data and make up 18% of the students population in fall of 2018.

This goal continues with more work in literacy development and early reading skills both in our Voluntary Pre-K program and with more supports for families who are not part of our program. Discussions and plans need to be made to involve more families in ECFE as well as West Adventures.

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only	Result	Goal Status
<ul style="list-style-type: none"> • The percentage of Norman County West third graders scoring proficient on the MCA III Reading test will increase from 65% in 2017 to 70% in 2018. • The percentage of Norman County West third graders achieving a spring MAP RIT score of 200 (50th percentile) will be 70% or greater by spring 2018. 	<p>On the spring 2018 state accountability tests (MCA, etc.) NCW 3rd grade students had 72.7% proficiency</p> <p>On the spring 2018 NWEA MAP assessments, 82% of the 3rd grade students reached or exceeded the RIT score of 200.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</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>

This area is a strong area of success for NCW and has been for the past 2 years. We have implemented several strategies to focus on literacy development in the K-3 classrooms and also are using Leveled Literacy Intervention for our students with the highest needs. Data has also become an important component of our decision making. We use assessment data as well as instructional data to help make decisions for curriculum and lesson planning.

The data used for this goal is from NWEA and from our Minnesota Comprehensive Assessment. With our small grade level sizes we focus our planning and interventions on individual needs.

In examining our data from our primary students, we need to continue with this goal as we have several high need students of concern that will need the intensive interventions and curriculum that is already in place. In addition, we will continue to explore and implement best practice in all areas of literacy.

Close the Achievement Gap(s) Between Student Groups

X WBWF Goal Only	Result	Goal Status
<ul style="list-style-type: none"> • The percentage of NCW students in grade 3-11 who receive special education services scoring proficient on the MCA III Math test will increase from 16.7% proficient to 25% proficient by the spring of 2018. • The percentage of NCW students in grade 3-11 who receive special education services scoring proficient on the MCA III Reading test will increase from 18.2% proficient to 25% proficient by spring of 2018. • The percentage of NCW students in grade 3-11 who receive free or reduced price lunch scoring proficient on the MCA III Math test will increase from 35.7% proficient to 45% proficient. • The percentage of NCW students in grade 3-11 who receive free or reduced price lunch scoring proficient on the MCA III Reading test will increase from 44.9% proficient to 50% proficient. 	<p><i>On the spring 2018 MCA math assessments 23.1% of the students with special education needs were proficient. This percentage was higher at the elementary. This is an improvement from 2017 but we have not closed the gap to our satisfaction yet.</i></p> <p><i>On the spring 2018 MCA reading assessments 22.2% of the students with special education needs were proficient. This percentage is stronger at high school. This is an improvement from 2017 but we have not completely closed the achievement gap to our satisfaction.</i></p> <p><i>35% of the students receiving free/reduced lunches were proficient on the spring 2018 MCA math assessment. This percentage is stronger at the elementary. This is a lower percent proficient than 2017. More work is needed in this area.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p>X Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p>X Goal Not Met</p>

	<p>33.3% of the students receiving free/reduced lunches were proficient on the spring 2018 MCA reading assessment. This percentage is higher at the elementary. This is a lower percentage proficient than 2017. More work is needed in this area.</p>	
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This data was analyzed using our MCA results for the state of Minnesota. We chose to use special education and free/reduced lunch data because for NCW this is the most consistent from year to year. However, with our small school size, even this information is somewhat variable from year to year.

As our data shows, we have not met our goal for reducing the achievement gap with these two populations of students. Varying strategies for instruction were used to work on these goals including computer adapted technology and software. More work needs to be done to pinpoint the needs of individual students as well as accelerate learning to narrow this achievement gap.

In looking forward for our goal in the future in this area, we are examining our data. In this analysis we are noticing a substantial increase in the percentage of families qualifying for free/reduced lunches. This is partly due to the changes happening with the tuition agreement with another district and other related factors. However, this was a part of our discussion and led to our school goal to improve all students scores by 3-5 percentile points. The focus for the year will be on differentiation and curriculum alignment and interventions.

All Students Career- and College-Ready by Graduation

X WBWF Goal Only	Result	Goal Status
<p>The average ACT composite score will increase from 18.8 for juniors in 2017 to 20 for juniors in 2018.</p>	<p>The ACT results for the juniors who chose to take the assessment received an average composite score of 18.7.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p>X Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p>X Goal Not Met</p>

The juniors of 17-18 had a very dynamic change in their overall class population. With the loss of several students to relocation and changing of schools, this group only had 11 students in the grade level and only 7 who chose to take the ACT. In close analysis of the scores, we did see that this group did score well in the English and Reading disciplines.

Although the results of the ACT were less than what we had worked for, there was 30-40% of the class taking a Post Secondary class or Online College in the High School courses. Most completed the course for college credit.

With the changing of our school district structure, this goal will need to be changed to more of an elementary focus in the future.

All Students Graduate

X WBWF Goal Only	Result	Goal Status
<p>Norman County West will maintain a 4- year graduation rate above 90%.</p>	<p><i>According to the MDE School Report Card for Norman County West, our current 4 year average graduation rate is 92.8% This is well over our average and the state average.</i></p> <p><i>However, a caveat to this data is that we only have information up to 2017. When closely examining our 17-18 graduating class, the percentage may change to slightly less but still be above the 90% goal.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</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 12</p>

The data used for this report comes from the MDE School Report Card for Norman County West School District. The current data only goes to 2017. We informally looked at our 2018 graduating class and those who did not receive a diploma and understand that this 4 year average may fall 1-2 percentage points with the new data.

We do know that at least one of our students who did not graduate in 2018 is currently enrolled in a GED program with hopes of completing their work for a diploma.

We believe that much of our success with our high graduation rate is due to our small school size. Our students feel comfortable and confident in our school and we strive to make them all successful.

Discussions through our child study process begin already in their freshman year for students who are struggling and supports and interventions are put in place to help them succeed.

With the changing of our school district structure, this goal will not be reported on in the future.

Staff Development Report

Staff Development Advisory Team 17-18

Name	Position/Role	Subject/Grade
Colette Cotton	Teacher	4th grade
Kelsey Jacobson	Teacher	6th grade
Sarah Jeffery	Teacher	5th grade
Pam Holte	HS Dean of Students	HS
Donna Scholl	Teacher	HS Social
Dan Jorgensen	Teacher	HS PE
Michael Sterton	Teacher	2nd grade
Mary Niklaus	Principal	K-12
Shawn Yates	Superintendent	
Matt Nelson	School Board	
Kathy Berg	Paraprofessional	Elementary & After school programming

Staff Development Goals 17-18

Each year our professional staff holds a data retreat K-12 to analyze our data and set district and/or school goals for the upcoming year. Based on this goal, our teachers along with our staff development committee plan focus strategies and an action plan to meet our goal. Below is our district goal for 17-18 as well as our focus strategies for the year.

NCW will have 60% of our students K-11 reach their fall to spring goal target in reading and/or math on the NWEA MAP tests by May of 2018

Focus Strategy 1

Build strong relationships with students so they experience a positive and supportive school experience

Focus Strategy 2

Reaching the academic needs of all students especially those with diverse needs, mental health concerns and at risk students by differentiating our instruction

Findings	Impact on Student Learning
<p>In mathematics, 58.7% of our students met their NWEA fall to spring growth target.</p> <p>In reading, 52% of our students met their NWEA MAP fall to spring growth target.</p> <p>With the change in our district for the 18-19 school year we also looked at the growth results of our students from K-6. In mathematics, 65% met growth target and in reading 58.7% met growth targets.</p>	<p>TRANSITION - the 17-18 school year held many uncertainties for the future for our students, our staff, our families and our communities. This became the top priority for us once the decision was made to tuition our 6th to 12th grade students. With that said, it would be very difficult to truly measure the impact of our goals and plans as working towards a smooth transition for these students became our top priority.</p>

Participation in Effective Staff Development Activities

Staff Development Activity	Percentage of Staff Involvement
Mental Health training with Tim Denney	85% of certified staff
Differentiation training	90% of certified staff
Project based learning	100% of certified staff