



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Chatfield ISD #227

Grades Served: WBWF Contact: Ed Harris

Title: Superintendent

Phone: 507-867-7110

Email: eharris@chatfieldschools.com

A and I Contact: Randy Paulson

Title: HS Principal

Phone: 57-867-4210

Email: rpaulson@chatfieldschools.com

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

X Yes No

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

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's annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

December 4, 2020

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 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Amy Jeffers	Parent/School Board
Lanny Isensee	School Board
Katie Priebe	Parent/School Board
Scott Backer	Parent/School Board
Matt McMahon	Parent/School Board
Mike Tuohy	School Board
Randy Paulson*	High School Principal
Shane McBroom*	Elementary Principal/Parent
Ed Harris	Superintendent/Parent
Sara Duxbury*	High School Counselor
Mary Allen	Community Member
Lorri Lowrey	Parent/Support Staff
Abi Hinckley	Student
Stephanie Bradt	Student
Jay Harstad*	Teacher

*denotes Achievement and Integration Leadership Team

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area in which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

Prior to each school year, principals, counselors, and teacher leaders, evaluate NWEA MAP and MCA data to determine remedial and enrichment needs of K-12 students. Based upon this data, groups of students are identified and scheduled into programs such as ADSIS (k-6), ALEKS Math (7-12), Reading Enrichment (7-12), Freshman Tutoring, FlexStar (7-12), FOCUS ALP (7-12) and CIS courses (10-12). Specialized teachers are chosen and assigned to these programs to ensure congruence between student need and teacher skill sets. Students may be placed or exited thereafter depending upon their academic abilities/progress. Our district is not large enough nor diverse enough for equitable access concerns to develop regarding teacher assignments/access. All staff are effective and in-field. There are no identifiable gaps related to equitable access for low income, students of color, or American Indian students.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data? *See above.*

Who was included in conversations to review equitable access data? *Principals and Guidance Counselors.*

What equitable access gaps has the district found? *NA*

What are the root causes contributing to your equitable access gaps? *NA*

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? *NA*

What goal(s) do you have to reduce and eventually eliminate equitable access gaps? *NA*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.

We are an equal opportunity employer and post for positions several times per year. Diversity among applicants is very low which is reflective of our student population. Rural southeast MN school districts do not attract a diverse teacher candidate pool. In the past couple of years, the

number of applicants for certain positions has declined dramatically. In recent years we have been fortunate to get one applicant for some positions. This is reflective of the statewide teacher shortage.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? *All but white/Caucasian.*
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- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? *1 to 2.*
-
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? *Homogeneous applicant pools.*
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- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing? *Statewide advertisement of teaching positions.*

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that 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.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Goal: *At the start of the 18-19 school year, we would like 84% of our incoming kindergarten students to have attended a preschool course. This would be a 2% improvement over the previous year's goal.*

Result: *At the start of the 18-19 school year, we had 43/55 (78.2%) enrolled kindergartners that had attended a preschool course.*

Goal Status: *Goal Not Met (one-year goal)*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *The data used to identify needs in this goal area include the preschool enrollment figures compared to the kindergarten enrollment figures. The data is disaggregated based on those students that did not have any preschool experience as compared to those that did have preschool experience prior to entering kindergarten.*

What strategies are in place to support this goal area? *The strategies used to support this goal is to promote our preschool programming through our Community Education Early Childhood Family Education classes as well as publishing notices in the local newspapers, our school website, and on our school Facebook page.*

How well are you implementing your strategies? *The strategies are fully implemented and proving to be highly successful.*

How do you know whether it is or is not helping you make progress toward your goal? *By reviewing the results of our kindergarten enrollment numbers, the work that is being done is showing great results.*

All Students in 3rd Grade Achieving Grade-Level Literacy

Goal: *After spring benchmark testing, 71.6% or more of Chatfield Elementary second graders will score at or above Norm Grade Level Mean RIT on the NWEA MAP test for overall performance. This would be a 2% increase over the previous year.*

Result: *Spring 2019 Results – 70% at or above Norm Grade Level Mean RIT on the NWEA MAP Test.*

Goal Status: *Goal Not Met (one-year goal)*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *The data used to identify needs in this goal includes the NWEA MAP Test for all of our second grade students. The data is disaggregated by student groups including those that score at or above the Norm Grade Levels Mean RIT score and those that score below.*

What strategies are in place to support this goal area? *Weekly PLC Meetings take place to review the Unit Assessments used to determine mastery on the MN State Standard. Report Cards have been aligned to the standards and student performance is reviewed weekly to determine interventions that are needed.*

How well are you implementing your strategies? *Chatfield Elementary 2nd Grade students continue to score very well on the Nationally Normed Assessments resulting in above average results on the MCA Assessments.*

How do you know whether it is or is not helping you make progress toward your goal? *Our students continue to score 10-15% above state average on our MCA Assessments despite scoring a few points below our goals.*

Close the Achievement Gap(s) Between Student Groups

K-6 Goal: *Reading: Increase the percentage of students proficient in Reading from 79.6% proficient (2018) to 81% proficient in the spring of 2019. State average for 2018 Elementary Reading: 61.2%*

Result: *Reading MCA 2019 Results: 78.1% Proficient*

Goal Status: *On Track (multi-year goal)*

K-6 Goal: *Math: Increase the percentage of students proficient in Math from 75.7% proficient (2018) to 77% proficient in the spring of 2019. State average for 2018 Elementary Math: 60.3%*

Result: *Math MCA 2019 Results: 74.4%*

Goal Status: *On Track (multi-year goal)*

K-6 Goal: *Science: Increase the percentage of students proficient in Science from 72.7% proficient (2018) to 74% proficient in the spring of 2019. State average for 2018 Elementary Science: 58.7%*

Result: *Science MCA 2019 Results: 76.1%*

Goal Status: *On Track (multi-year goal)*

7-12 Goal: *Reading: Increase percentage of Special Education students proficient in Reading from 20.9% to 40% proficient in the spring of 2019.*

Result: *Special Education Reading MCA 2019 Results: No information provided: Cell size too small.*

Goal Status: *NA*

7-12 Goal: *Reading: Increase percentage of Free-Reduced students proficient in Reading from 47.3% to 49% proficient in the spring of 2019.*

Result: *Free-Reduced Reading MCA 2019 Results: 56.8% Proficient*

Goal Status: *On Track (multi-year goal)*

7-12 Goal: *Reading: Increase the percentage of all students proficient in Reading from 57.2% to 59% proficient in the spring of 2019.*

Result: *All Students Reading MCA 2019 Results: 61.7% Proficient*

Goal Status: *On Track (multi-year goal)*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

District formative assessments such as the MCAs as well as NWEA Map scores to guide instruction. The District disaggregated information by identifying students in different subgroups and track their data during data wall/review meetings to discuss district assessments and MAP scores. This is also true for K-6.

What strategies are in place to support this goal area?

The district has added a .75 FTE special education teacher that has been focusing on reading interventions for 7th and 8th grade special education students using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher to offer a general education 7th and 8th grade reading intervention course that has been providing instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule. Elementary interventions include Title One, ADSIS and Reading Research small groups to support students struggling in Math and Reading.

How well are you implementing your strategies? *This goal has been completely implemented and has continued to be in place for the current school year.*

How do you know whether it is or is not helping you make progress toward your goal? *The student's skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores. Progress monitoring using FastBridge, common assessments, and NWEA are used to monitor growth in K-6.*

All Students Career and College Ready by Graduation

Goal: *Class of 2019 grads will receive a “Career and College Ready” designation on their transcripts if they:*

- 1. Complete the MCAs and ACT*
- 2. Complete all graduation course requirements*

Class of 2018 grads and beyond will need to accomplish the top two requirements, as well as complete yearly goal setting, career interest inventories, and a senior job shadow/informational interview assignment.

Result: *58 out of 61 2019 seniors completed steps one and two. For the class of 2019, seniors were offered the option of completing goals, an interest inventory, and a job shadow during their senior year to get the “Career/College ready” designation on their transcripts. All 61 students chose to complete these three additional expectations and received the designation.*

Goal Status: *On Track (multi-year goal).*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *The strategy for the 2018-2019 school year will be to introduce the Schoology assignments to all students earlier, before second semester begins.*

What strategies are in place to support this goal area? *9-11th graders have already been introduced to the career requirements on Schoology and are familiar with new grade requirements each year. The current seniors are at 80% completed and should have everyone completed before the end of the first semester.*

How well are you implementing your strategies? *Current seniors have logged in to Schoology as juniors and know that there are requirements for each year.*

How do you know whether it is or is not helping you make progress toward your goal? *The actual counting of the number of seniors each year that has successfully completed each step.*

All Students Graduate

Goal: *Chatfield High School will have more than 96% of their 2019 graduating class earn a high school diploma by the end of June 2019 and reduce the number of non-graduates by 2 students.*

Result: *Chatfield High School will have more than 96% of their 2019 graduating class earn a high school diploma by the end of June 2019 and reduce the number of non-graduates by 2 students.*

Goal Status: *On Track (multi-year goal), Goal met (one-year goal).*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *The district has used the data records of students that have finished the 11th grade and compare that with the students that have graduated at the end of June their senior year. The district also uses the Graduation Rate report from MDE.*

What strategies are in place to support this goal area? *The District implemented an ALP program along with an in-school credit recovery program that operates during the school year and a credit recovery program during the summer. There is a PLC group that meets weekly to review student progress and implement support strategies for those students that are not keeping up with their progress.*

How well are you implementing your strategies? *Both the ALP program and the Credit Recovery program have been fully implemented and continue to be in place. The PLC has and continues to meet weekly.*

How do you know whether it is or is not helping you make progress toward your goal? *The district is using the credit data records of students that have entered the 11th grade and compare that with the students that have graduated meeting all the credit requirements at the end of June their senior year. The district also uses the Graduation Rate report from MDE.*

Achievement and Integration

Achievement and Integration Goal 1

Goal Statement: *Proficiency rates on the Minnesota State Accountability Reading Test will increase by an average of 2 percentage points per year while free and reduced students will increase by an average of 3 percentage points per year.*

Baseline: *Spring 2016 Minnesota State Accountability Test reading data for all students is 72% with high school at 57.4% and Elementary at 81.4% and for Free-Reduced students 54.6% with High School at 33.3% and Elementary at 67.1%*

Year 2 (2018-2019) Actual: *Reading results for all students is 70.8% with high school at 61.7% and Elementary at 78.0% and for Free-Reduced Students 64/7% with the High School at 56.8% and the Elementary at 70.8%*

Goal Status: *Not on track.*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? *The district formative assessments as well as NWEA Map scores to guide instruction.*

How is this data disaggregated by student groups? *The district identifies students in different subgroups and track their data during data wall/review meetings to discuss district assessments and MAP scores.*

What strategies are in place to support this goal area? *The district has added a .75 FTE special education teacher who will continue to focus on reading interventions for 7th and 8th grade special education students by using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher to offer a general education 7th and 8th grade reading intervention course that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.*

How well are you implementing your strategies? *This strategy/goal has been completely implemented and has continued to be in place for the current school year.*

How do you know whether it is or is not helping you make progress toward your goal? *By assessing student skills when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores from past scores to current scores.*

Achievement and Integration Goal 2

Goal Statement: *Proficiency rates on the Minnesota State Accountability Math Test will increase by an average of 1 percentage points per year while free and reduced students will increase by an average of 2 percentage points per year.*

Baseline: *Spring 2016 Minnesota State Accountability Test math data for all students is 75.6% with high school at 68.5% and Elementary at 80.1% and for Free-Reduced students 54.6% with High School at 54.2% and Elementary at 70.7%.*

Year 2 (2018-2019) Actual: *Math results for all students is 69.2% with high school at 62.7% and Elementary at 74.5% and for Free-Reduced Students 54.5% with the High School at 55.0% and the Elementary at 54.2%*

Goal Status: *Not on track.*

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? *District formative assessments as well as NWEA Map scores to guide instruction.*

How is this data disaggregated by student groups? *We identify students in different subgroups and track their data during data wall/review meetings to discuss district assessments and MAP scores.*

What strategies are in place to support this goal area? *The district has added a math enrichment program for all students in the 7th grade, starting the 2017-18 school year and recently added the same program for all 8th graders.*

How well are you implementing your strategies? *This goal has been completely implemented and has continued to be in place for the current school year.*

How do you know whether it is or is not helping you make progress toward your goal? *By assessing student skills when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores from past scores to current scores.*

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative: To increase college and career readiness, Rochester Area AI collaborative districts will partner annually by sending a team of student leaders to at least one Student School Board meeting each year. This collaboration will result in a decrease of the number of Chatfield High School non-graduates by 2 students per year as measured by our annual graduation rate report.

We have combined our Diversity Council with a new organization that is referred to as BIONIC which focuses on students that have experienced traumatic situations or students that need support and encouragement.

We have also started a new student group called Delta Crew. Delta's purpose is to make sure to include all students, making all students feel welcome and focusing on the academics and all curricular and extracurricular activities.

Chatfield High School has also participated in at least two career exploration opportunities in Rochester, which resulted in sharing similar experiences and a change to intermix with students from Rochester.

Chatfield High School's graduation rate for the 2019 school year was 100%. This exceeds the goal of 96% and has reduced the number of non-graduates by 2.