



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

District or Charter Name: Crookston Public Schools

Grades Served: PreK-12

WBWF Contact: Jeremy Olson

Title: Superintendent

Phone: 218-281-5313

Email: jeremyolson@isd593.org

A and I Contact: Jeremy Olson

Title: Superintendent

Phone: 218-281-5313

Email: jeremyolson@isd593.org

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.

If you have questions while completing the WBWF portion of the summary, please feel free to email 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.

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.

- <http://www.crookston.k12.mn.us/>
- *Not listed yet as A and I revenue will be new in the 2019-2020 school year.*

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.

- *December 10th, 2018 at 5pm A and I and WBWF hearings will be presented at this meeting.*

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)
Chris Trostad	Highland Elementary Principal	
Denice Oliver	Washington Elementary Principal	
Kathy Stronstad	Special Services Director	
Dave Davidson	School Board Member	
Patty Dillabough	School Board Member	
Adrienne Winger	School Board Member	
Renee Tangquist	Kindergarten Teacher	
Leah Zimmerman	School Counselor	
Susan Tiedemann	Assessment Coordinator	
Sara Geist	Title I Teacher	
Kim Davidson	Elementary Teacher	
Jessica Hanson	High School Teacher	
Gary Stegman	High School Teacher	
Dave Emanuel	Parent/Indian Education Coordinator	
Ashley Stopa	High School Teacher	
Ray Dusek	Community Member	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Fugi Baig	Parent	
Leah Winjum	Parent	
Eric Bubna	High School Principal	
Victoria Ramirez	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*

- *Crookston School District is split up by grade not by school, with all of the grades being housed in one building: Pre-K-1st-Washington Elementary, 2nd-6th Highland Elementary, and 7-12 at the High School. We do not have any problems with equitable access to teachers as all grades are served under the same school.*

➤ *Access to Diverse Teachers*

- *We do have difficulty recruiting diverse teachers as currently MN is in a teacher shortage. At this point we have difficulty recruiting highly effective teachers to begin with and have not seen a great supply of diverse teachers. While we would love to diversify our teaching staff we are often not presented with opportunities to do so.*

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 Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>65% of incoming Kindergarten students will meet the criteria for “low risk” on the FastBridge composite assessments score in the fall. The composite score includes: letter names, letter sounds, concepts of print, and onset sounds.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>In the fall of 2017, FastBridge data indicated 35% of kindergarten students met the criteria for “low risk”.</p> <p>By spring of 2018, FastBridge data indicated 75% of kindergarten students met the criteria for “low risk” heading into their first grade year.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input 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 kindergarten</p>

Bulleterd 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 are currently using fastbridge assessment.

- *What strategies are in place to support this goal area?*

Strategies to meet goal:

- *Work towards filling the gaps between the Early Childhood Indicators of Progress (ECIPS) and Kindergarten Standards.*
- *Continue coordination with all early childhood and kindergarten teachers, parents and community childcare centers/providers to identify incoming kindergarten skills to assist in meeting our goal of All Students Ready for Kindergarten.*
- *Continue to increase the amount of programming available to students such as our current partnership with Headstart to provide all day programming to many students.*

We are engaged in a discussion around what does it mean to be Kindergarten ready at Crookston Public Schools? We are also engaged in a discussion on standards between Preschool and Kindergarten.

- *How well are you implementing your strategies?*

We are in the discussion phase currently on the strategies to improve Kindergarten Readiness. This process takes time as we move discussion to implementation.

- *How do you know whether it is or is not helping you make progress toward your goal?*

We will know by the percentage of students achieving the "low risk" category as measured by our fastbridge assessment.

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>In 2019, third grade MCA reading proficiency rate will be above the state average.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Crookston Schools: 65.3% proficient</i></p> <p><i>State Average: 56.2%</i></p> <p><i>Exceeded state average by 9.1%</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input 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>
<p><i>Bulleted narrative is appreciated. 200 word limit.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <p><i>3rd grade MCA's have been used to identify the needs in this area.</i></p> <ul style="list-style-type: none"> <i>What strategies are in place to support this goal area?</i> <p><i>Strong classroom instruction and best practices. We have several supports such as an excellent Title Program that helps students who are below grade level, reading program after school, and most recently a reading best practice focus at Highland School to help teachers implement best practices in their reading blocks.</i></p> <ul style="list-style-type: none"> <i>How well are you implementing your strategies?</i> <p><i>There is always room for improvement, however, we are using our data and making modifications to improve student achievement and performance. The teaching staff in determined to see our students succeed and has a plan through intervention for students not meeting grade level proficiency.</i></p> <ul style="list-style-type: none"> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p><i>We cannot statistically state that these programs are helping achieve our goal, however, we are finding that strong classroom instruction combined with targeted intervention produce results.</i></p>		

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><i>Crookston Public Schools will close the achievement gap average for math and reading to no more than seven percent below state average.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>With the inception of ESSA, each subgroup needs to be met.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input 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>

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 continue to use MCA Achievement Gap Reduction Data.

- *Preschool Readiness: We are continuing to evaluate our Preschool Program to ensure that we are limiting or eliminating financial barriers for students.*
- *Success Coach Strategy: Starting in the 19-20 school year, we are implementing a success coach to help students in the identified areas succeed.*
- *Intervention Programing: We continue to work with our students by expanding intervention to CHS to ensure that our students who are struggling have the support that they need.*
- *For the 2018-2019 school year, we will be comparing our achievement gap to the MDE Long Term Goals. Based on this approach, using 2018 MCA data we need to concentrate on the following areas:*
 - *Hispanic or Latinx Reading: 10.7% below MDE Long Term Goal*
 - *White Math and Reading: 10.87% and 5.14% (respectively) below MDE Long Term goal*
 - *Two or more races Reading: 11.61% below MDE Long Term Goal*
 - *ELL Reading: 12.26% below MDE Long Term Goal*
 - *Special Education Math and Reading: 18.64% and 17.06% (respectively) below MDE Long Term goal.*
 - *Free/Reduced Math and Reading: 2.1% and 8.12% (respectively) below MDE Long Term goal*

Celebrating the following:

- *American Indian Math and Reading: 24.63% and 15.94% (respectively) above MDE Long Term goal!*
- *African American Math and Reading: 4.03% and 18.4% (respectively) above MDE Long Term goal!*
- *ELL Math: 2.9% above MDE Long Term goal!*

Reading across the board seems to be an area that we need to address for many of our demographic groups. We are planning on addressing this through our intervention program at the High School along with the alignment work that is happening through our professional development planning. We are also working at Highland Elementary on the implementation of Best Practices developed by our highest achieving teachers for implementation throughout the school.

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><i>Be within one point of the ACT State Average in all five categories by 2019.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>2018 Results:</i></p> <p><i>Crookston (state)</i></p> <p><i>English-16.9 (20.2)</i></p> <p><i>Math-18.8 (21.4)</i></p> <p><i>Reading -19.1 (21.4)</i></p> <p><i>Science-19.8 (21.4)</i></p> <p><i>Composite-18.8 (21.3)</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- We have determined that while the need for ACT is evident for college preparation, the ACT score probably doesn't indicate whether or not students are prepared for careers. We are in the process of developing a survey of graduates on whether or not they were prepared for their designated careers. We are very interested in making sure that our students are both college and career ready.*
- At the High School Level we are currently working on our alignment towards state standards as a way not only of ensuring that we are accurately measuring what is being taught through alignment with state standards, but also to increase our ACT scores. We are currently 2.5 points below the average ACT for the state and are concerned about this underperformance. As a result, we are taking action to ensure alignment with state standards to ensure that our assessment matches what students are being taught.*
- CHS has also started a program known as Ramp up to Readiness as an intentional step to increase college and career readiness for students.*

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>Crookston Secondary will have a graduation rate of 90% by 2019.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>Secondary 2015: 88%</p> <p>District 2015: 80%</p> <p>Secondary 2016: 90%</p> <p>District 2016: 81%</p> <p>Secondary 2017: 94%</p> <p>District 2017: 85%</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input 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>

Bulleted narrative is appreciated. 200-word limit.

- To support our all students can graduate initiative, we are working for to ensure an aligned curriculum and starting with the 19-20 school year, implementing a success coach and intervention model. We will be utilizing A and I dollars to provide a two part strategy to increase student achievement and success at CHS. The success coach will be targeted for students who are struggling by connecting school and family in an effort to triangulate the school, family, and student to increase success. The student success model is more focused improving the external outcomes for students such as attendance (which we know is a major contributor for whether or not students graduate), positive choices, and family/school communication. The Intervention program will be targeted at those students not making progress academically by providing a support to reteach and help students better understand concepts.

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 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.

- *At this time we do not have anything to report as the A and I program will be new for the 19-20 school year.*

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.