

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

## Report Instructions and Information

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### Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at [jeanne.redfield@state.mn.us](mailto:jeanne.redfield@state.mn.us) if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

## Cover Page

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### District or Charter Name

NRHEG Public School

### Grades Served

### Please check all that apply:

Prekindergarten - 12th grade

### WBWF Contact Information

#### WBWF Contact Name

Dale Carlson

#### WBWF Contact Title

Superintendent

#### WBWF Contact Phone Number

5074172602

#### WBWF Contact Email

dcarlson@nrheg.k12.mn.us

**Did you have an MDE approved Achievement and Integration plan**

**implemented in the 2018-19 school year?**

**[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.**

**Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?**

No

**Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?**

**A&I Contact Name**

**A&I Contact Title**

**A&I Contact Phone Number**

**A&I Contact Email**

## **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 link to the district's WBWF annual report and A&I materials.**

**Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.**

<https://www.nrheg.k12.mn.us/cms/lib/MN02205306/Centricity/Domain/639/2019%20-%202020%20WBWF%20PLAN.pdf>

**Provide the direct website hyperlink 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 annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.**

11/18/19

**World's Best Workforce**

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## 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. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).**

|                                    | First and Last Name | Role in District                                      | Also part of the A&I leadership team? (Mark X if Yes) |
|------------------------------------|---------------------|---|---|
| District Advisory Committee Member | Dale Carlson        | Superintendent  |   |
| District Advisory Committee Member | Dave Bunn           | Secondary Principal                                   |   |
| District Advisory Committee Member | Doug Anderson       | Elementary Principal                                  |   |
| District Advisory Committee Member | Terri Engel         | Curriculum and Instruction Director                   |   |
| District Advisory Committee Member | Jennie Bunn         | District Wide Staff Development Leader/Teacher/Parent |   |
| District Advisory Committee Membe  | Joanie Olson        | District Wide Staff Development Leader/Teacher        |   |
| District Advisory Committee Member | Diana Foster        | Teacher/Community Member/Parent                       |   |
| District Advisory Committee Member | Barb Roesler        | Teacher/Parent  |   |
| District Advisory Committee Member | Kelly Delacruz      | Teacher/Community Member/Parent                       |   |
| District Advisory Committee Member | Mike Weber          | Teacher   |   |
| District Advisory Committee Member | Kathy Meyer         | Teacher/Community Member                              |   |
| District Advisory Committee Member | Pat Theuer          | Teacher/Community Member/Parent                       |   |
| District Advisory Committee Member | Jessica Williams    | Teacher/Community Member/Parent                       |   |
| District Advisory Committee Member |                     |   |   |
| District Advisory Committee Member |                     |   |   |
| District Advisory Committee Member |                     |   |   |

## Equitable Access to Effective and Diverse Teachers

**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 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 to 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.

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.

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

Who was included in conversations to review equitable access data?

(200 word limit)

How did the district examine equitable access data? We examine the North Star Data, Minnesota Report Card, JMC student enrollment, classroom size and teacher licensure to determine equitable access.

What data did you look at? We looked at North Star Data, JMC student enrollment, classroom size and teacher licensure.

How frequently do you review the data? We review our data yearly.

Who was included in conversations to review equitable access data? The Superintendent, Secondary Principal, Elementary Principal and the Curriculum & Instruction Director review the equitable access data.

What equitable access gaps has the district found?

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

(200 word limit)

What equitable access gaps has the district found? We are experiencing challenges hiring qualified staff for SPED. Two of our current SPED teachers are inexperienced in this field - one is a licensed elementary teacher and one is working towards an education degree. We have 7.84% students of color or American Indian or Alaska Native students. According to the Minnesota Report Card, 36.23% of our licensed educators have advanced degrees, 76.81% have 3 or more years of teaching experience and 95.39% have a license or permission in the subject areas of the courses being taught.

What are the root causes contributing to your equitable access gaps? According to the Minnesota Report Card, our licensed Staff is 98.77% white and 7.84% of our student population is of color or American Indian or Alaska Native. When we hire for open teaching positions in our school district we have a limited number of applicants and of those that have been interviewed none have been teachers of color and/or American Indian. We are a small rural school district and because of this, attracting, recruiting and hiring diverse experienced, in-field, and effective teachers is challenging.

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

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

(200 word limit)

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

Currently, 95.39% of our teachers have a license or permission in the subject areas of the courses being taught. We have been advertising locally and statewide, speaking with student teacher advisors from neighboring colleges and attending job fairs to attract experienced, in-field, and effective teaching applicants for our vacancies. Teachers are assigned to grade level/teaching assignments based on a balance of experience and advanced degrees. We have an orientation/mentoring program for new teachers with the goal of supporting, guiding, and deepening the knowledge of new teachers in order to support their professional growth as educators. All teachers participate in a scheduled 3-year cycle Teacher Evaluation program based on Marzano's Focused Teacher Observation Model.

What goal(s) do you have to reduce and eventually eliminate equitable access gaps? When hiring teachers in our district our goal is to provide our student population with highly qualified diverse professionals that are teaching in their area of expertise.

**WBWF Requirement: WBWF 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.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

**Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.**

**(200 word limit)**

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? According to the Minnesota Report Card, our licensed Staff is 98.77% white and 7.84% of our student population is of color or American Indian or Alaska Native.

How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? We would need to hire approximately 5 licensed teachers of color or American Indian or Alaska Native to reflect our student population.

**What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?**

**(200 word limit)**

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? When we hire for open teaching positions in our school district we have a limited number of applicants and of those that have been interviewed none have been teachers of color and/or American Indian. We are a small rural school district and while it is our goal to attract, recruit and hire diverse teaching applicants it is challenging.

**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?**

**(200 word limit)**

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? When hiring teachers in our district our goal is to provide our student population with highly qualified diverse professionals that are teaching in their area of expertise. Currently, 95.39% of our teachers have a license or permission in the subject areas of the courses being taught. We have been advertising locally and statewide, speaking with student teacher advisors from neighboring colleges and attending job fairs to attract a diverse pool of applicants for our teaching vacancies.

## **Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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.**

**Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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.

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**

**Does your district/charter enroll students in kindergarten?**

Yes

#### **Goal**

**Provide the established SMART goal for the 2018-19 school year.**

By June 2021, 100% of students entering the NRHEG Kindergarten Program will be assessed with the Kindergarten Readiness Assessment Tool (KRAT).

#### **Result**

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

100% of the students entering NRHEG Kindergarten were assessed with KRAT. Additionally, we have met all of Minnesota's School Readiness requirements. ~ 100% of NRHEG Kdgn students are at least 5 years of age by September 1 of the child's enrollment year. ~ 100% of NRHEG Kdgn students have received early childhood screening. ~ 100% of NRHEG Kdgn students have received medically acceptable immunizations.

#### **Goal Status**

**Check one of the following:**

Met All (multiple goals)



## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- The District's Kindergarten Readiness Assessment Tool (KRAT) identifies students as either Beginning / Developing / Meets foundational data in the following areas
  - o Phonemic Awareness Skills – rhyming, blending and segmenting words, letter sounds, letter names onset sounds and picture naming
  - o Concepts of Print
- Teachers use the KRAT data to
  - o Formulate guided reading groups
  - o Determine the need for Phonemic Awareness Interventions
  - o Guide teacher planning within the Balanced Literacy System
- JMC (student information system) provides data regarding Minnesota's Kindergarten Readiness requirements in the following areas;
  - o students are at least 5 years of age by September 1 of the child's enrollment year,
  - o students have received early childhood screening, and
  - o students have received medically acceptable immunizations.

**Do you have another goal for All Students Ready for School?**

No

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

**Does your district/charter enroll students in grade 3?**

Yes

### Goal

**Provide the established SMART goal for the 2018-19 school year.**

By June 30, 2019, the NRHEG District's 3rd Grade will increase the number of students attaining proficiency scores from 71.7% to 72.7% in Reading as measured by the MCA Reading Assessment.

### Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

We did not meet this goal. Only 48.3% of our 3rd grade students attained a proficient score on the MCA Reading Assessment according to MDE Secure Reports.

### Goal Status

**Check one of the following:**

Goal Not Met (one year goal)

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs
  - o Stars Reading Data
  - o Fountas & Pinnell Reading Benchmark
  - o Grade Level Formative and Summative Assessment Data
  - o Historical 3rd Grade Reading MCA data
- Disaggregating Data by student
  - o Standards-Based Stars Reading Data
    - Does not Meet, Partially Meets, Meets and Exceeds
  - o Grade Level Formative and Summative Data
    - Standards Based
    - Does not Meet, Partially Meets, Meets and Exceeds
  - o Examined Historical 3rd Grade Reading Data
    - Identify gaps and modified teaching strategies
  - o Fountas & Pinnell
    - Benchmark Students Fall - Winter - Spring
- What strategies are in place to support this goal area?
  - o Focus on the implementation process and assessment development of ELA Standards.
  - o yearly review Grade Level Priority Standards, Learning Targets and Pacing Guides and modify when necessary.
  - o Continue to develop and embed Formative and Summative Assessments for ELA Grade Level Priority Standards and Learning Targets
  - o Train teachers how to assess students using Benchmark Assessment System and how to use this data
  - o Provide teacher training in Guided Reading Instruction
- Implementation and Progress
  - o 100% of strategies implemented. Positive gains have been made in this area but we did not meet our goal

**Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?**

No

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

### Goal

**Provide the established SMART goal for the 2018-19 school year.**

District Goal for ALL Students: • By June 30, 2019 the NRHEG District will increase student proficiency scores from 61.3% to 62.8% (1.5% increase) in Math and from 59.2% to 61.2% (2% increase) in Reading as measured by the MCA Math and Reading Assessment.

### Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

District Goal for ALL Students: Our District Math proficiency score was 55.7% for the 2018 – 2019 school year according to the North Star Report.. We did not meet our goal. Our District Reading proficiency score was 57.9% for the 2018 – 2019 school year according to the North Star Report. We did not meet our goal.

## Goal Status

### Check one of the following:

Goal Not Met (one year goal)

### Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs
  - o Math and Reading Stars data
  - o Grade Level Formative and Summative Assessment Data
  - o Historical Math and Reading MCA data
- Disaggregating Data by Student Groups
  - o Used Stars data to group students and provide strategic instruction based on needs
  - o Grade Level Formative and Summative Data
    - Standards Based
    - Does not Meet, Partially Meets, Meets and Exceeds
    - Target Instruction of student groups
  - o Examined Historical Math and Reading MCA Data for all grades and students groups
    - Looked for gaps/weak areas and modify strategies
- Strategies Used to Support Goals
  - o Ensured that Individualized Education Plans are Standards Based
  - o Utilized formative and summative assessments to measure student progress.
  - o Reviewed STARs data.
  - o Offered Targeted Services in Math
  - o Differentiated Reading Courses in 7th and 8th grade
  - o Trained in best practices around student engagement and reading instruction.
- Implementation and Progress
  - o Most of the strategies were implemented.
  - We met our Reading Goal as a district in Special Education. We did not meet our goals in Math for 2019.

### Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

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

### Goal

**Provide the established SMART goal for the 2018-19 school year.**

District Goal for Special Education Students: • By June 30, 2019 the NRHEG District will increase District will increase student proficiency scores from 16.3% to 18.3% (2 % increase) in Math and from 19.6% to 21.6% (2% increase) in Reading as measured by the MCA Math and Reading Assessment.

## Result

### Provide the result for the 2018-19 school year that directly ties back to the established goal.

District Goal for Special Education Students: Our District Special Education Math proficiency score was 11.3 % for the 2018 – 2019 school year according to the North Star Report.. We did not meet our goal. Our District Special Education Reading proficiency score was 29.8% for the 2018 – 2019 school year according to the North Star Report.. We EXCEEDED our goal.

## Goal Status

### Check one of the following:

Met Some (multiple goals)

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs
  - o Math and Reading Stars data
  - o Grade Level Formative and Summative Assessment Data
  - o Historical Math and Reading MCA data
- Disaggregating Data by Student Groups
  - o Used Stars data to group students and provide strategic instruction based on needs
  - o Grade Level Formative and Summative Data
    - Standards Based
  - Does not Meet, Partially Meets, Meets and Exceeds
  - Target Instruction of student groups
  - o Examined Historical Math and Reading MCA Data for all grades and students groups
    - Looked for gaps/weak areas and modify strategies
- Strategies Used to Support Goals
  - o Ensured that Individualized Education Plans are Standards Based
  - o Utilized formative and summative assessments to measure student progress.
  - o Reviewed STARs data.
  - o Offered Targeted Services in Math
  - o Differentiated Reading Courses in 7th and 8th grade
  - o Trained in best practices around student engagement and reading instruction.
- Implementation and Progress
  - o Most of the strategies were implemented.
  - We met our Reading Goal as a district in Special Education. We did not meet our goals in Math for 2019.

### Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

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

## Goal

### Provide the established SMART goal for the 2018-19 school year.

District Goal for FRP Students: • By June 30, 2019 the NRHEG District will increase FRP student proficiency scores from 45.1% to 47.1% (2% increase) in Math and from 44.9% to 46.9% (2% increase) in Reading as measured by the MCA Math and Reading Assessment measured by the MCA exam.

## Result

### Provide the result for the 2018-19 school year that directly ties back to the established goal.

District Goal for FRP Students: Our District FRP Math proficiency score was 38.5% for the 2018 – 2019 school year according to the North Star Report.. We did not meet our goal. Our District FRP Reading proficiency score was 44.7% for the 2018 – 2019 school year according to the North Star Report.. We did not meet our goal.

## Goal Status

### Check one of the following:

Goal Not Met (one year goal)

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs
  - o Math and Reading Stars data
  - o Grade Level Formative and Summative Assessment Data
  - o Historical Math and Reading MCA data
- Disaggregating Data by Student Groups
  - o Used Stars data to group students and provide strategic instruction based on needs
  - o Grade Level Formative and Summative Data
    - Standards Based
    - Does not Meet, Partially Meets, Meets and Exceeds
    - Target Instruction of student groups
  - o Examined Historical Math and Reading MCA Data for all grades and students groups
    - Looked for gaps/weak areas and modify strategies
- Strategies Used to Support Goals
  - o Ensured that Individualized Education Plans are Standards Based
  - o Utilized formative and summative assessments to measure student progress.
  - o Reviewed STARs data.
  - o Offered Targeted Services in Math
  - o Differentiated Reading Courses in 7th and 8th grade
  - o Trained in best practices around student engagement and reading instruction.
- Implementation and Progress
  - o Most of the strategies were implemented.
  - We met our Reading Goal as a district in Special Education. We did not meet our goals in Math for 2019.

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

## Goal

### Provide the established SMART goal for the 2018-19 school year.

By June 30, 2019 – the NRHEG school's composite score on the ACT will meet or exceed the state's average.

## Result

### Provide the result for the 2018-19 school year that directly ties back to the established goal.

We did not meet our ACT goal for the 2018 – 2019 school year. Our ACT composite score was 19.8 compared to the state's average of 21.4.

## Goal Status

### Check one of the following:

Met Some (multiple goals)

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs
  - o Math and Reading Stars Data
  - o Historical ACT Data
  - o Historical Math and Reading MCA Data
- Disaggregating Data by student
  - o Grade Level Formative and Summative Data
    - Standards Based
  - Does not Meet, Partially Meets, Meets and Exceeds
  - Target Instruction of student groups
  - o Examined Historical Math and Reading Data for all grades and students groups
    - Looked for gaps/weak areas and modify strategies
  - o Examined the practice ACT performance data to better prepare them for the exam.
- Strategies used to support goals
  - o Students will take the practice ACT test and receive performance data to better prepare them for the exam.
  - o Students were given access to an ACT prep course.
  - o Offered Targeted Services in Math
  - o Differentiated Reading Courses in 7th and 8th grade
  - o Trained in best practices around student engagement and reading instruction.
- Implementation and Progress
  - o Implemented 100% of our strategies
  - o 28 OUT of 60 Juniors took the Pre-ACT
    - 20 of those 28 Juniors improved their scores on the Practice ACT
  - o Results of Practice ACT:
    - 71% of the students increased their composite scores

# Do you have another goal for All Students Career- and College-Ready by Graduation?

Yes

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

### Goal

**Provide the established SMART goal for the 2018-19 school year.**

By June 30, 2021 67% of students taking the sophomore reading test, 70% of those taking the junior-level math test, and 65% of students taking the sophomore science test will achieve a rating of proficient or higher on the MCA III Assessment.

### Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

We are on track to meet our goal. Our 10th grade Reading proficiency score for the 2018 – 2019 school year was 55.4% according to MDE Secure Reports. We did not meet our 11th grade Math proficiency goal for the 2018 – 2019 school year was 36.2% according to MDE Secure Reports. We are on track to meet our goal. Our H.S. Science proficiency score for the 2018 – 2019 school year was 52.8% according to MDE Secure Reports

### Goal Status

**Check one of the following:**

Met Some (multiple goals)

### Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs
  - o Math and Reading Stars Data
  - o Historical Math and Reading MCA Data
- Disaggregating Data by student
  - o Grade Level Formative and Summative Data
    - Standards Based
    - Does not Meet, Partially Meets, Meets and Exceeds
    - Target Instruction of student groups
  - o Examined Historical Math and Reading Data for all grades and students groups
    - Looked for gaps/weak areas and modify strategies
- Strategies used to support goals
  - o Offered Targeted Services in Math
  - o Differentiated Reading Courses in 7th and 8th grade
  - o Trained in best practices around student engagement and reading instruction.
- Implementation and Progress
  - o Implemented 100% of our strategies

## **Do you have another goal for All Students Career- and College-Ready by Graduation?**

No

### **All Students Graduate**

#### **Does your district/charter enroll students in grade 12?**

Yes

#### **Goal**

##### **Provide the established SMART goal for the 2018-19 school year.**

By 2021 the NRHEG District will achieve and take steps to maintain a graduation rate of at least 97%.

#### **Result**

##### **Provide the result for the 2018-19 school year that directly ties back to the established goal.**

The 2018 graduation rate for NRHEG was 81.25%. We are not on track to meet our multi-year goal.

#### **Goal Status**

##### **Check one of the following:**

Not On Track (multi-year goal)



## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

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?**

**(Narrative is required. 200 word limit)**

- Identifying Needs

- o Continue to identify students that will meet with advisors bi-weekly to track progress and review goals for graduation and credit completion.

- o Personal Learning Plans (PLPs)

- o JMC (student information system)

- Track student credit totals

- Disaggregating Data by student

- o Used JMC and PLP data to group students and provide strategic interventions based on needs

- Strategies used to support goals

- o Create PLPs in 9th grade

- Reviewed PLPs and make necessary changes

- Communicated PLPs with parents/guardians

- o Use JMC to track student credit totals

- 2 times a year in grades 9 – 12

- o Used Acellus for credit recovery throughout the school year

- o Provided in-house summer school

- Implementation and Progress

- o Implemented 100% of our strategies

- o Acellus Credit Recovery

- 35 students completed 31 classes

## Do you have another goal for All Students Graduate?

No

## Achievement & Integration

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This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

## Thank You!

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Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

[http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576079204\\_5df10f649cf6f9.34114335&sg\\_navigate=start](http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576079204_5df10f649cf6f9.34114335&sg_navigate=start)

