



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

District or Charter Name:

Grades Served:

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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 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.

- **WBWF** <https://www.fridley.k12.mn.us/page.cfm?p=2704>
- **A & I** <https://www.fridley.k12.mn.us/page.cfm?p=2703>

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.

- October 30, 2017: Open hearing to review and discuss 2016-17 results and 2017-18 goals for WBWF and 2017-2020 A&I Goals and Plan
- November 21, 2017: Presentation at School Board Pubic Forum and Business 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)
Jay Andler	Parent – Middle School	X
Jaime Olivera	Parent – American Indian Representative	X
Keri Hinnenkamp	Parent – Middle School	
Molly Papillon	Parent – Early Childhood	
Gina Patton	Parent – Special Education	
Patricia Gibbs	Parent – Middle School	
Rich Cracraft	Parent – Special Education	
Lori Gazda	Parent - Elementary	
Avonna Starck	Parent – Middle School	
Yusuf Mohamud	Family Liaison – Elementary	X
Patty Hand	Principal – High School	X
Kelly McConville	Assistant Principal – High School	
Jessica Baker	DP/CP Coordinator	X
Kirsten Wickman	PYP Coordinator/Literacy	X
Jennifer Weingart	Teacher - Elementary	
Jael McLemore	Director of Communications	X
Laura Seifert-Hertling	Director of Special Services	X
Imina Oftedahl	Director of Educational Services	X

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* Who is included in the conversations to review equitable access data and when do these occur? What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use? What are the root causes contributing to your gaps? What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?
- *Access to Diverse Teachers* What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? What efforts are in place to increase the diversity of the teachers in the district?

In 2017-18 the district staffing profile included 98% of staff teaching in their areas of licensure with less than 2% of staff teaching out-of-field. As part of the staffing process, building principals, Director of Human Resources, and Director of Educational Services review and discuss the staff in terms of student needs (achievement, socioeconomics, EL, special education, etc.) and demographics served at each site, while considering the experience, skills, and qualifications of staff. Performance of teachers new to the district, especially those with fewer than three years of experience is included in this review along with data regarding student demographics. The contract with the Fridley Education Association allows for hiring candidates with experience and advanced education beyond minimum requirements along with the districts right of assignment eliminating barriers to matching experience and qualifications to student needs at grade levels, teams, and sites while ensuring that teachers are assigned with their licensure areas.

One area of challenge is new staff and retention. In 2017-18 17% of staff were new hires of which 85% of them were new to the profession. Strategies to implemented to support staff retention included a peer mentoring program and extended teacher academy prior to teacher workshop.

The staff at Fridley is not racially/ethnically representative of the students and families served. There have been ongoing and significant improvements in non-licensed staff. There continue to be efforts to market and recruit staff of color and work on “grow your own” programs moving non-licensed staff to licensed positions.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

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 checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A & I Goal	Result	Goal Status
Percentage of 4-yr-olds in ECFE classrooms meeting proficiency on Letter Naming Assessment in spring 2017 will increase from 65.5% to 68.5% in spring 2018.	Percentage of 4-yr-olds in ECFE classrooms meeting proficiency on Letter Naming Assessment in spring 2018 was 59.5%	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track <p>One-Year Goal</p> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</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? 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?*

Data

- PreK enrollment examined by race/ethnicity, EL, special education, and FRL eligible
- FASTBridge earlyReading, earlyMath and Developmental Milestones were administered. assessment was administered 3 times during the year. The subtest Letter Naming was identified as one key indicator for kindergarten readiness. Data was examined by special populations.

Strategies

- Implement the Creative Curriculum with fidelity in all 4-year-old classrooms.
- Implement common daily literacy-based songs, chants, and music focused on letter naming
- Building Language Together (BLT) events with our students' parents/guardians. Activities on these nights will include letter naming as a focus.

Implementation

- 8 sessions for staff development to assist us in the implementation and development of the Creative Curriculum within the IB framework.
- Literacy-based songs, chants and music were implemented 85% of the instructional days
- Four BLT events were hosted with 85% of families attending at least one, 50% attending more than one.

Progress

- Results indicated that family engagement was most effective is supporting school-home connections.
- Curriculum implementation needs additional work as Preschool site is now an IB Candidate School and working toward implementation of IB Units of Inquiry
- Letter naming continues to be a key indicator of kindergarten readiness.

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
Percentage of Gr 3 students on track to meet MCA proficiency on NWEA MAP in reading will increase from 36.1% in 2017 to 40.0% in 2018	Percentage of Gr 3 students on track to meet MCA proficiency on FastBridge aReading in reading in spring of 2018 was <u>45.0%</u>	<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 checked="" type="checkbox"/> Goal Met <input 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? 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?*

Data

- aReading results for indicate 45% of students meet grade level benchmark. Data is reviewed for special populations showing continued gap for EL and special education students.
- MCA Reading shows 46.6% of students in grade 3 meeting or exceeding standards an increase from 42.8% (2017) and 45.4%(2016). Data examined by race/ethnicity and special populations showing significant gaps for special education students and students eligible for FRL.

Strategies

- Implementation of MTSS framework for reading including expansion of intervention groups for more special education students and EL students
- Structured data meetings 3 times per year including EL and special education teachers using the FAST for Success guides
- Professional development on FASTBridge reports and interventions
- Small group interventions for Tier 2/3 students.
- Training on classwide literacy interventions.

Implementation

- Data meetings held in elementary buildings
- Interventions provided to all Tier 2 and 3 students by reading specialist

Progress

- Local FASTBridge assessments had better alignment with MCA achievement
- 62% of students in Tier 2 and Tier 3 demonstrated at least one Tier’s growth by the end of the year if they attended 85% or more of the intervention sessions during the school year.

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>Reading proficiency gap between FRL students and non-FRL students will decrease to 20.5% on state MCA by 2020.</p> <p>Math proficiency gap between FRL students and non-FRL students will decrease to 21.5% on state MCA by 2020.</p>	<p>Reading proficiency gap between FRL students and non-FRL students will decrease to 20.5% on state MCA by 2020.</p> <p><u>Results: 27.4% (.3% gain from previous year's gap of 27.7%)</u></p> <p>Math proficiency gap between FRL students and non-FRL students will decrease to 21.5% on state MCA by 2020.</p> <p><u>Results: 30.5% (4.7% gain from previous year's gap of 25.8%)</u></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" 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? 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?*

Data

- MCA Reading shows 46.3% of students meeting/exceeding standards an increase from 44.5% (2017). Data examined by race/ethnicity and special populations showing significant gaps for special education students and students eligible for FRL. (36.1%)
- MCA Mathematics shows 43.5% of students meeting/exceeding standards an increase from 42.0% (2017). Data examined by race/ethnicity and special populations showing significant gaps for special education students and students eligible for FRL (31.8%)

Strategies

- Implementation of MTSS framework for reading including expansion of intervention groups for more special education students and EL students
- Structured data meetings 3 times per year including EL and special education teachers using the FAST for Success guides
- Small group interventions for math using Do the Math intervention including training and implementation with special education teachers

Implementation

- Data meetings held in elementary buildings for literacy and math
- Interventions provided small groups for reading and math

Progress

- Local FASTBridge assessments had better alignment with MCA achievement
- 62% of students in Tier 2 and Tier 3 demonstrated at least one Tier's growth by the end of the year if they attended 85% or more of the intervention sessions during the school year.

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
Percentage of students in Gr 11 meeting ACT College <u>Reading</u> Benchmark will increase from 26.0% in 2017 to 30.0% in 2018.	Percentage of students in Gr 11 meeting ACT College <u>Reading</u> Benchmark in 2018 was <u>33.0%</u>	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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? Bulleted narrative is appreciated. 200-word limit.*

Data

- ACT data for 11th graders. Data is examined by college benchmark by subtest for all students and by race/ethnicity and by student eligible for FRL. FRL who meet the reading benchmark was 18.7% vs NonFRL at 43.4%.

Strategies

- ACT preparation and question type exposure in classrooms with timed readings and sample questions
- Professional development on specific reading strategies for all staff
- School-wide silent sustained reading
- Implementation of AVID critical reading strategies

Implementation

- Five practice timed readings provided to each student in content classrooms
- 95% of staff participated in reading professional development
- 18 sessions of SSR implemented
- AVID professional development on critical reading

Progress

- FRL benchmark achievement increased to 19% and to 33% for all students.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Percentage of students graduating will increase from 86.5% in 2016 to 88.5% in 2017.	Percentage of students graduating with their four-year cohort in 2017 was <u>81.3%</u>	<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 grade 12</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? 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?*

Data

- Graduation (District: 87%/2016; 81%/2017 and High School 85%/2015; 93%/2016, 94%/2017) continuing (11%) and drop out (4.5%) rates
- Graduation rates by race/ethnicity and by special populations
 - EL Dist (82%) and HS (96%)
 - Special Ed Dist (85%) and HS (91%)
 - FRL Dist (76%) and HS (92%)

Strategies

- Extension of ALC credit recovery access for high school students on the HS Campus
- Additional social worker added to ALC staff

Implementation

- Focus for HS deans on guiding students to access credit recovery
- Evaluation of special education transition planning for students with IEPs to meet four-year graduation goals

Progress

- Continue to see reduction in gap for special populations and increase in number of students meeting individualized goals for 4-year graduation.

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?
<p><i>Provide the SMART goal statement here.</i></p> <p>Reading proficiency gap between FRL students and non-FRL students will decrease to 20.5% on state MCA by 2020.</p> <p>Math proficiency gap between FRL students and non-FRL students will decrease to 21.5% on state MCA by 2020</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p>Reading: 20.5%</p> <p>Math: 21.5%</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><u>Reading Results: 27.4%</u> (.3% gain from previous year's gap of 27.7%)</p> <p><u>Math Results: 30.5%</u> (4.7% gain from previous year's gap of 25.8%)</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

Bulleated narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?*

See information provide in the WBWF goal.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Decrease the disproportionality rate in suspensions/dismissals (in school and out of school) for African-American students from 28.2 to 3.6 by 2020.	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p> <p>28.2</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>36.5</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</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? 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?*

Data

- Monthly suspension and referral data by building disaggregated by race/ethnicity and special populations.
- Disproportionality calculation for suspension disaggregated by race/ethnicity and special populations
- Results: 36.5 (2.6% gain from previous year's rate of 33.9)

Strategies

- Staff training on culturally and linguistically response classrooms – classroom management strategies
- Implementation of PBIS
- Establish MTSS framework for behavior and climate
- Training and introduction of restorative practices including restorative circles
- Examine suspension data regularly

Implementation

- All staff participated in CLR training in August and November
- 40 staff participated in CLR classroom observation and coaching
- MTSS teams established protocols for classroom send outs

Progress

- Reduction of suspensions overall however, impact has not been seen on disproportionality for African-American students. There was a significant decrease in disproportionality for American Indian students.

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.

We have maintained and grown open enrollment rates in all four magnet schools from NWSISD collaborating districts providing opportunities for students to participate in the International Baccalaureate magnet school at every grade level. Goal was to maintain at least the 4-year average of 320 students which was exceeded with 362 students.

Students participated in college visits, leadership conferences, field trips, and Step Up program with students from collaborating districts.