



2017-18 World’s Best Workforce Report Summary

District or Charter Name: Verndale Public School District, #0818-01

Grades Served: PreK-12

WBWF Contact: Arick Follingstad

Title: Principal

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Annual Report

➤ <http://www.verndaleschool.org/?DivisionID=23282&DepartmentID=28233>

Annual Public Meeting

➤ *November 19, 2018 – Maasconi’s Restaurant, Verndale, MN*

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.

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Paul Brownlow	Superintendent / Parent	NA
Arick Follingstad	Principal / Parent	NA
Katie Tackmann	School Counselor	NA

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Tony Stanley	School Board / Parent	NA
Shyla Hess	School Board / Parent	NA
Kenneth Kjeldegaard	Parent	NA
Sara Schwanke	Parent	NA
Stacey Neal	Parent	NA
Brenda Weniger	Parent	NA
Tammi Vertina	Parent	NA
Keryn West	Parent	NA
Corey Moyer	Parent	NA
Amber Geis	Parent	NA
Jason Geis	Parent	NA
Laura Ismil	Parent	NA
Jen Oyster	Parent	NA
Jasper Oyster	Parent	NA
Sarah Belknap	Parent	NA
Heath Belknap	Parent	NA
Darcie Orlando	Parent	NA

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Amanda Snyder	Parent	NA
Karla Follingstad	Parent	NA
Mary Gronlund	Support Staff	NA
Nancy Roth	Community Resident	NA
Marlene Campbell	Community Resident	NA
Zoe Schwanke	Student	NA
Courtney Roth	Student	NA
Nick Bunio	Teacher	NA
Heather Arroyo	Teacher / Parent	NA
Jennifer Veronen	Teacher	NA
Kristin Johnson	Teacher	NA
Katie Bolland	Teacher	NA
Kelli Marquardt	Teacher	NA
Alicia Strayer	Teacher	NA
Stephanie Brownlow	Teacher / Parent	NA
Rachel Johnson	Teacher / Parent	NA
Jennifer Cameron	Teacher / Parent	NA

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*
 - Experienced – 36 out of 43 teachers in our district during the 2017-2018 school year met the definition of being an experienced teacher by being employed as a teacher for more than years.
 - Of the remaining 7 “inexperienced” teachers;
 - 2 were in their 3rd year with our district,
 - 2 were in their 2nd year with the district,
 - 3 were in their 1st year with the district.
 - Effective – Every teacher in our district during the 2017-2018 school year met the definition of being an effective teacher by meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
 - In-Field – Every teacher in our district during the 2017-2018 school year met the definition of being an in-field teacher by providing instruction in an area which he or she is licensed.
 - *Who is included in the conversations to review equitable access data and when do these occur?*
 - Grade level teachers have a process for developing class lists for the next school year. While developing the class lists, the following items are taken into account:
 - Academic ability, behavioral concerns/needs, parent input, additional supports needed.
 - At the end of the school year, the principal reviews the class lists before finalizing them for the following school year.
 - *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?*
 - The district has not found equitable access to be an issue for low-income students, students of color or American Indian students.
 - *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?*
 - We will continue to review our practices to make sure all students have access 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?*
 - The teaching staff represents the diversity of the enrolled students in the district.
 - *What efforts are in place to increase the diversity of the teachers in the district?*
 - In a small, 2-section rural school, it can be challenging to attract teaching candidates from diverse backgrounds. We post all open positions on a statewide job posting website in hopes of attracting well-qualified candidates in all areas.

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.

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
<p>As part of our High Reliability School initiative, by the end of the 2019-2020 school year, 100% of the students who attend the Verndale School Readiness program will demonstrate kindergarten readiness. We would like to maintain or increase the percentage each year from our baseline data of 75% in 2016-2017. Students can demonstrate kindergarten readiness by scoring at or above target level in <u>at least one</u> of the following benchmark measurements:</p> <ul style="list-style-type: none"> - Reaching Letter Naming and Letter Sound Fluency as measured by the AIMSweb benchmark assessment. - Showing grade level proficiency as measured by FAST progress monitoring. - Reaching academic and emotional benchmarks as measured by our district kindergarten readiness rubric. - Meeting Tier I or Tier II benchmarks in all 9 categories of the Individual Growth & Development Indicators of Early Literacy assessment. 	<p>16 out of 21 students (76%) who attended the Verndale School Readiness program in 2016-2017 demonstrated kindergarten readiness for the 2017-2018 school year by scoring at or above proficiency in at least one of the benchmark measurements.</p> <p>15 out of 20 students (75%) who attended the Verndale School Readiness program in 2015-2016 demonstrated kindergarten readiness for the 2016-2017 school year by scoring at or above proficiency in at least one of the benchmark measurements.</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <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?*
 - We track data from multiple sources:
 - Classroom assessments, teacher observation, AIMSweb, PRESS, FAST, our Kindergarten Readiness Rubric, Individual Growth & Development Indicators of Early Literacy assessment, and others.
- *What strategies are in place to support this goal area?*
 - We use an “All Hands on Deck” / What I Need (WIN) model in preschool and kindergarten to give students direct instruction at their individual levels in a small group setting.
 - We have a K-2 intervention teacher to help assist students with individual needs.
 - We have 3 Reading Corps teachers, multiple Foster Grandparents and volunteers in the building on a regular basis to help assist students.
 - We use AVMR (Math Recovery) strategies to help students develop math skills.
- *How well are you implementing your strategies?*
 - Our strategies are being implemented with fidelity on a regular basis.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Individual tracking of student data against each goal over time allows us to know how much progress each student is making. The cumulative progress of the entire group is tracked as well.
 - Classroom teachers and the intervention teacher communicate regularly about individual student needs and current progress. This group shares a Google Classroom site to communicate when they are not face to face to share data plans and student groupings for small groups.

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>As part of our High Reliability School Initiative, by the end of the 2019-2020 school year, 80% of all third grade students will achieve grade level literacy. We would like to maintain or increase the percentage each year from our baseline data of 69% in 2016-2017. Students can demonstrate third grade literacy by scoring at or above target level in <u>at least one</u> of the following benchmark measurements:</p> <ul style="list-style-type: none"> - Demonstrating proficiency on the 3rd grade MCA Reading Assessment - Demonstrating grade level literacy as measured by AIMSweb benchmark assessment. - Reading at a 3rd grade level as measured by Fountas and Pinnell’s Guided Reading System. 	<p>In 2017-2018, 63% of all 3rd grade students demonstrated grade-level literacy by scoring at or above proficiency in at least one of the benchmark measurements.</p> <p>In 2016-2017, 69% of all 3rd grade students demonstrated grade-level literacy by scoring at or above proficiency in at least one of the benchmark measurements.</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</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 track data from multiple sources:
 - AIMSweb, classroom assessments, Fountas and Pinnell’s Guided Reading System, and MCA results.
 - We used data meetings and department meetings to discuss student data and make plans for moving individual students forward.
- *What strategies are in place to support this goal area?*
 - We have intervention teachers in K-2 and 3-4 to help assist students with individual needs.
 - We have 3 Reading Corps teachers, multiple Foster Grandparents and volunteers in the building every day to help assist students
 - We use AVMR (Math Recovery) strategies to help students develop math skills.
 - The All Hands on Deck / What I Need (WIN) model is being implemented in multiple grades to give students direct instruction at their level in a small group setting.
- *How well are you implementing your strategies?*
 - Our strategies are being implemented with fidelity on a regular basis.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Individual tracking of student data against each goal over time allows us to know how much progress each student is making. The cumulative progress of the entire group is tracked as well.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>As part of our High Reliability School Initiative, by the end of the 2019-2020 school year, the district will reduce the achievement gap in reading and math for students qualifying for the free and reduced-price meal program as measured by the MCA Assessments. We would like to reduce the gap by increasing student achievement in every subgroup.</p>	<p>2017-2018 achievement gap results:</p> <p>FRP Math – Increased from 9% to 17% FRP Reading – Increased from 13% to 18%</p> <p>2016-2017 achievement gap results:</p> <p>FRP Math – Reduced from 18% to 9% FRP Reading – Reduced from 18% to 13%</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input 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?*
 - We use proficiency data from Mathematics and Reading MCAs.
- *What strategies are in place to support this goal area?*
 - We are continually trying to improve our instructional strategies to achieve better student outcomes in all areas.
- *How well are you implementing your strategies?*
 - Our strategies are being implemented with fidelity on a regular basis.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Individual tracking of student data against each goal over time allows us to know how much progress each student is making. The cumulative progress of the entire group is tracked as well.

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>As part of our High Reliability School Initiative, by the end of the 2019-2020 school year, 100% of graduating seniors will demonstrate college or career readiness. We would like to maintain or increase the percentage each year from our baseline data of 97% in 2016-2017. Students can demonstrate college or career readiness by meeting <u>at least one</u> of the following measures:</p> <ul style="list-style-type: none"> - Earning a National Career Readiness Certificate from ACT at a Bronze level or higher. - Earning a Bridges Career Academy Certificate. - Scoring at or above the ACT College Readiness Benchmark Score in English, Mathematics, Reading, and Science. 	<p>In 2017-2018, 100% of graduating seniors met one or more of the college and career readiness measures.</p> <p>In 2016-2017, 97% of graduating seniors met one or more of the college and career readiness measures.</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input 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?*
 - We track data from multiple sources:
 - National Career Readiness Certificate assessment
 - Bridges Career Academy Certificates
 - ACT College Readiness Benchmark Data
 - We do not disaggregate this data by student group as we are looking to get all students college or career ready.
- *What strategies are in place to support this goal area?*
 - College and Career Readiness Supports:
 - Career Counselors, Academic Counselors, Accuplacer Assessment, ASVAB, Personal Learning Plans for each student, CIS opportunities, PSEO / Ecampus opportunities, Career & College Fairs, Job Shadowing Program, Work-Based Learning Program, Career and Technical Education Courses.
- *How well are you implementing your strategies?*
 - Our strategies are being implemented with fidelity on a regular basis.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Individual tracking of student data against each goal over time allows us to know how much progress each student is making. The cumulative progress of the entire group is tracked as well.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>As part of our High Reliability School Initiative, by the end of the 2019-2020 school year, 100% of Verndale students will graduate within their 6-year cohort. We would like to maintain or increase the percentage each year from our baseline data of 92% in 2016-2017.</p>	<p>In 2017-2018, 94% (34/36) students graduated in their 4-year cohort. We anticipate that the remaining student will graduate within the 6-year cohort.</p> <p>In 2016-2017, 92% (34/37) students graduated in their 4-year cohort. We anticipate that the remaining 3 students will graduate within the 6-year cohort.</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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 track student graduation data.
 - We track student progress toward graduation throughout credit check document started for each student when they enter 9th grade.
- *What strategies are in place to support this goal area?*
 - Graduation preparedness tracking:
 - Career Counselors, Academic Counselors, Accuplacer Assessment, ASVAB, Personal Learning Plans for each student, and others.
- *How well are you implementing your strategies?*
 - Our strategies are being implemented with fidelity on a regular basis.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Individual tracking of student data against each goal over time allows us to know how much progress each student is making. The cumulative progress of the entire group is tracked as well.