



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

District or Charter Name: Heron Lake –Okabena School District [ISD 330]

Grades Served: PreK through 12

WBWF Contact: Paul Bang  
Title: Superintendent/Principal  
Phone: 507-853-4507  
Email: paul.bang@isd330.org

A and I Contact: Soom Chandaswang  
Title: Achievement & Integration Coordinator  
Phone: 507-376-3348  
Email: soom.chandaswang@isd518.net

**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](mailto: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](mailto: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](mailto: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.

Both the WBWF plan and A & I plan can be found on the district web page.

- <https://www.isd330.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=2&DirectoryType=6>
- <https://www.isd330.org/site/Default.aspx?PageType=1&SiteID=1&ChannelID=2&DirectoryType=6>

## 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.

- 11-20-18

## 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)
Paul Bang	K-12 Principal/ Superintendent	X
Jason Fisher	Dean of Students	X
Jen Koep	Licensed Social Worker	X
Jeanie Rasche	School Board Member	X
Kelly Beckmann	Title 1/ Reading Interventionist	
Heather Huset	4 <sup>th</sup> Grade Teacher	
Lisa Fest	Community Member	

## 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.

The district works to provide highly qualified teachers and para-professionals in all positions. We have only one elementary school and one high school. Both schools are one section schools, thus all students have the same quality instructors. The teachers are assigned and their efforts are analyzed by looking at the growth of student learning as indicated on MCAs, Fastbridge and STAR assessments. Those teachers whose classes are not progressing as desired are provided professional development opportunities to assist in improving instruction. We have received guidance from the Center of Excellence and SWWC Cooperative support personnel. The district also gets support from the Nobles County Integration Collaborative staff. We get less than 5 applications per position. The district leadership team is involved in reviewing the equitable access data annually when reviewing MCA results.

## 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.

X District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## 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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>100% of student at Heron Lake – Okabena are prepared for Kindergarten before they start. They will have progressed in Personal/Self Care Skills, Cognitive Skills, Social/Emotional/Behavioral Skills, Motor Skills, and Communication/Language Skills to an age appropriate level.</p>	<p>Data collected through interviews with pre-school and kindergarten instructors. Percent prepared for kindergarten:</p> <p>Personal/Self Care Skills–77%  Cognitive Skills–88%  Social/Emotional/Behavioral–80%  Motor Skills–82%  Communication/Language–90%  Overall–83.4+%</p> <p>The goal should be lowered below 100% so that it is attainable, but it should still be what we strive to accomplish.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

This year we utilized Early childhood FASTbridge data on the preschool students to assist on determining preparedness. Next year that will be phased out. We utilize ECFE activities and workshops. We have 3 & 4 year old preschool classes to support readiness for school. Over 85% of our kindergarten students have attended preschool and ECFE evening classes. Our progress is monitored by comparing the FASTbridge data on the preschool students from year to year.

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
95% of students in third grade will achieve grade-level literacy.	On the spring MCA test for reading 62.6% of students were at grade level literacy.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

For determining literacy, we look at test data from MCA, Fastbridge, and STAR. We are unable to break data into sub-groups as the student count is low. We compare our data from year to year to help make instruction decisions, but each class is small and thus subject to wide variability with students.

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Amongst HLO students there is no statistical achievement gap between categories of students. [or less than 5% difference in scores between categories]	There is a 9% achievement gap between different categories and the population as a whole. The group sizes are statistically small, but there is a gap. It has been lowered as a district by less than 2%.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  X Goal Not Met</p>

As a small district, we have a challenge in having large enough sample sizes of each group to determine what strategies are most effective. We access support for improving instruction and implementing best practices for each of our student groups from the SWWC service coop, our EL teacher, NCIC, and MDE.

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>100% of graduating seniors have developed a plan for establishing a career before graduation day. They also should realize the plan should be flexible to adjust for life's challenges.</p> <p>75% of students have applied for post-secondary education opportunities.</p> <p>90% of students have attended a career or college fair before 11<sup>TH</sup> grade.</p> <p>95% of students have taken the ASVAB career exploration test.</p>	<p>100 % of seniors have met with the school social worker, and developed a plan MCI to assist them.</p> <p>56% of students have applied for post-secondary education.</p> <p>90% of the juniors have attended a career or college fair.</p> <p>98% of juniors have taken the ASVAB and 91% attempted the ACT with class.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p>

We utilize the return of test result and completed form on MCI. We also use attendance lists from college fairs. The district offers the access to career planning, college fairs and taking the ASVAB and ACT. This accounts for the high percentage of participation. The lack of applications to post –secondary education varies from year to year.



## All Students Graduate

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percentage of seniors graduating from Heron Lake -Okabena will remain near 98%</p> <p>Within 18 months of the original expected graduation date, all student(s) that do not graduate will be followed up on with remediation.</p>	<p>95 % of the students graduated. 2 students that did not graduate have worked on an on-line credit recovery program since the beginning of their senior year. Neither have completed all the necessary credits to receive a diploma. One has enrolled in an ALC.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

The district graduation data is used to identify needs in this area. The sample size is not large enough to disaggregate into student groups. We provide opportunities for credit recovery in order to support the students that are behind. They can take online courses, attend classes at the ALC, or make them up instead of a study hall. Our results are close to the goal, and the strategies seem to allow students to get back on track to graduate.

## 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>By 2020, the percentage of 3<sup>rd</sup> grade students, in free and reduced lunch subgroup, who are proficient in reading according to MCA results will increase by 6%.</i>	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	30%  (3/10 FRPL students)	CTSTR – FRPL	Check <b>one</b> of the following:  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track

- **Data:**
  - MN Comprehensive Assessment results – 3<sup>rd</sup> Grade
  - Student performance based assessments and teacher referrals
  - Pre/Post survey results
  - Free and Reduced priced lunch subgroup
- **Strategies:**
  - School interventionists – to provide academic support to elementary students that are below grade level on literacy standards.
  - To provide academic support to elementary students through out of school time and/or Summer programs.
- **How well are you implementing your strategies:**
  - The strategy listed above were implemented throughout the school year through the support of the interventionist and OST/Summer academic support.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - At this time, we do not know whether we are making progress towards our goal because the subgroup (Free and Reduce Price Lunch) is too small to report.
  - Heron Lake - Okabena district shows an overall (all subgroup) 3<sup>rd</sup> Grade reading proficiency rate of 57.9% in 2017 and a slight increase in 2018 with 64.7% proficiency rate.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>By 2020, 75% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to improve literacy.</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>No baseline</i>	<i>3.8% participation in professional development opportunities offered through NCIC</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

<ul style="list-style-type: none"> <li>• <i>Data:</i> <ul style="list-style-type: none"> <li>○ <i>Participant Surveys</i></li> </ul> </li> <li>• <i>Strategies:</i> <ul style="list-style-type: none"> <li>○ <i>Equity Workshops</i></li> <li>○ <i>Culturally Responsive Workshops/trainings</i></li> <li>○ <i>Workshops/trainings focused on strategies to close the achievement gaps</i></li> </ul> </li> <li>• <i>How well are you implementing your strategies:</i> <ul style="list-style-type: none"> <li>○ <i>Opportunities were offered by NCIC, but unfortunately, there were not as many participants from Heron Lake - Okabena.</i></li> </ul> </li> <li>• <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <ul style="list-style-type: none"> <li>○ <i>Although goal was not met, administrators provided teachers with Education Equity resources through MDE. As a part of NCIC's A&amp;I improvement plan, individual districts are responsible for providing professional development opportunities that are focused on culturally responsive trainings and practices. We are hoping to see an increase in participation level in all NCIC member districts.</i></li> </ul> </li> </ul>	
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### Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, on a district administered survey, the percentage of students in 4,5,7 and 9 who report improved school climate will increase from 60% to 70%	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	60%	90%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track

- Data Used:
  - Participant surveys
- Strategies:
  - 5, 7, and 9 grade-level character retreats and follow-ups
  - 4<sup>th</sup> grade partnership
- How well are you implementing your strategies?
  - The strategies were implemented on a continuous base throughout the school- year.
- How do you know whether it is or is not helping you make progress toward your goal?
  - Goal was met.
  - Local surveys were given to all 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> grade students in the district. According to the survey results, 90% of the students either agreed or strongly agreed to an improvement in school climate.
  - According to the MDE website, 85% of the student in HL-O responded that they either agree or strongly agree to the statement of “At my school, teachers care about students.”

## Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>To review local data and best practice research to determine what changes in district policy and practice are needed to improve equity and/or narrow achievement gaps.</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>No baseline</i>	<i>Discussion</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

- *Data*
  - *Internal District data*
- *Strategies:*
  - *Provided opportunities for professional development in the areas of closing racial and economic achievement gaps.*
  - *Presented and made recommendations to school administrators and school board members regarding changes to practice or policy that could narrow achievement gaps, including strategies to recruit and retain diverse teachers and staff.*
  - *Collaborated with MN Education Equity Partnership (MNEEP) to develop strategies and tools that can be utilized by stakeholders.*
- *How well are you implementing your strategies:*
  - *The conversations of recruiting and retaining diverse staff has been a continuous effort with school administrators, school board members, and NCIC equity team.*
  - *The percentage of ethnically diverse students in HL-O school district is 14.4%, a slight increase from last year. To increase our efforts to diversify the workforce, NCIC collaborated with WHS, MN West, and Southwest Minnesota State university in working towards creating a teacher pathways program.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *We are making progress towards our goals by continuing to have conversations with school board members, school administrators, and stakeholders to bring an awareness to policies and best practices in HL-O district.*

## Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, at least 12 7 <sup>th</sup> and 8 <sup>th</sup> grade students will participate in NCIC summer programs and demonstrate increased math or STEAM skills as measured by a pre-and post-assessment.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	No baseline	0%	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track

- Data Used:
  - Pre- and post-assessment
  - Attendance
- Strategies:
  - Summer Learning Camps – focused on Math and STEAM related skills for incoming 7<sup>th</sup> and 8<sup>th</sup> grade students
- How well are you implementing your strategies?
  - Opportunities were offered through NCIC and hosted in Worthington, but unfortunately, we did not successfully get participants from HL-O.
- How do you know whether it is or is not helping you make progress toward your goal?
  - Goal was not met. In the future, we are hoping to see more progress towards our goal. Some strategies that NCIC can implement in the future of our Summer Learning Opportunities could include reaching out to families, earlier recruitment, and offering the program at a different site, such as HL-O.

## 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.

Integration Strategies that were implemented during the 2017-2018 school year:

- Grade-level retreats- a fully integrated opportunity for all six member district 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> grade students and 10<sup>th</sup>-12<sup>th</sup> grade high school leaders to interact. High school leaders led small group conversations/activities throughout the day. High school leaders then had the opportunity to go back to the grade-level classrooms to conduct follow-ups.
- 4<sup>th</sup> Grade Pen Pals- to engage students in all six member districts in integrated learning experiences, through grade-level partnerships which focus on character development, improved school climate, cultivate friendships, discover and learn about different cultures, and to enhance writing and communication skills.
- Summer STEAM opportunities-a collaboration between two-member school districts designed to improve academic skills through experiential learning and group work. It is also designed to increase the math and STEAM related skills of participants.