



2017-18 WBWF Summary Report

District or Charter Name: Spring Grove School District #297

Grades Served: K - 12

WBWF Contact: Rachel Udstuen

Title: Superintendent

Phone: 507-498-3221

Email: Rachel.udstuen@springgrove.k12.mn.us

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.

Website link to District's World's Best Workforce Annual Report: <http://www.springgrove.k12.mn.us/page/3503>

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.

November 14, 2018

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
Aaron Solum	School Board Chairman/Parent
Christian Myrah	School Board/Parent
Shannon Schutte-meier	School Board/Parent
Thomas Trehus	School Board
Brad Hernandez	School Board/Parent
Stephanie Jaster	School Board/Parent
Jennifer Stender	School Board/Parent
Heather Gray	Parent
Laura Thorson	Parent
Scott Solberg	Teacher/Counselor/Parent
Melissa Bratland	Teacher/Parent
Cindy Thorson	Administrative Assistant/ Community Education Coordinator
Nancy Gulbranson	Principal
Rachel Udstuen	Superintendent/Parent

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.

- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Equitable Access to Experienced, Effective, and In-Field Teachers

Our District does not have multiple school sites within in the District. We are a small, rural school district with 350 students K – 12. Many of our grades are single sections, therefore all students, including low-income and minority children, have the same licensed, qualified teacher. We have one K – 6 school and one 7 – 12 school, so there is not a case of teachers being unevenly distributed across school sites within the District. Each spring, however, our administration reviewed the equitable access data, and has not found any gaps for low-income students, students of color or American Indian students.

All teachers in the District are required to be licensed teachers in the field in which they are teaching. 0.00% of our teachers were non-licensed in 2017-18. The average years of experience for our staff is 16 years. The number of teachers with 1 – 5 years of experience is 15.59%, 6 – 10 years of experience is 23.40%, and 11 years or more is 61.01%. We have a strong mentorship program for our new teachers as they gain their experience. The percent of teachers who taught out of field, while already low, went down from 3.70% in 2016 – 17 to 2.68% in 2017-18.

Access to Diverse Teachers

Our district has a student ethnicity demographics are 2.9% minority, and 97.1% white. Currently our staff is 100% white. We have had staff members in the past who represent the diversity of our enrolled students. We advertise in multiple areas to reach a large audience of applicants, however our location in rural MN makes this challenging.

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
Maintain or increase the number of Pre-K children who receive a "Transition to K" assessment from 81.5% in 2017 to 81.5% or higher in 2018.	The District increased the number of Pre-K children who receive a "Transition to K" assessment from 81.5% in 2017 to 96.2% in 2018.	<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"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>

Narrative:

The Transition to K assessment is given in all preschool programs in our community. The data shows that nearly all of the students in our community are attending preschool. We are able to identify any students, or student groups, who are not receiving preschool services. We want all students in our community to have equitable access to preschool regardless of financial ability to pay. The Transition to K assessment allow us to track whether families in need have equitable access to preschool, as well as provides feedback to parents about their child’s readiness for kindergarten.

Through our ECFE programming and Early Childhood Screening, we discuss preschool options, as well as options for scholarships with our families.

We feel that our strategies are working well, as nearly all students in our community received a Transition to K assessment.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The District 3 year trend for third grade students who are proficient on the MCA III Reading Assessment will increase from 74.7% in 2017 to 76.7% in 2018.</p>	<p>The District 3 year trend for third grade students who are proficient on the MCA III Reading Assessment decreased from 74.7% in 2017 to 74.1% in 2018.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Narrative:

We are using the MCA III Reading Assessment to determine students' 3rd Grade-Level Literacy performance. Due to our small school size we need to look at a three-year trend to provide some stability to our goal setting. While we decreased by 0.6% this year, we are still encouraged by this data. Two years ago our District 3 year trend was 47.8%. We increased to 74.7% in 2017, and were able to maintain that in 2018.

Strategies in place to support this goal area: We have concentrated our efforts on improving our Multi Tiered System of Supports (MTSS) in the last 2 years. We are working with all stakeholders to identify, install, and implement fidelity measures aligned with the Reading Tiered Fidelity Instrument (R-TFI). Our baseline results in the elementary in the fall of 2016-17 were 49% on the R-TFI. At the end of the 2017-18 school year our R-TFI was 84.2%. Our MCA's have increased significantly during this time as well: Our MCA baseline in grades 3 – 6 was 58.2% in 2016, and we have increase to 74.3% in 2018.

We are making progress toward our goal of 80%, which we aim to hit by 2020.

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>The Spring Grove School District will meet the proficiency target index with all student groups in math and reading for the 2017-18 school year.</p>	<p>School District will met the proficiency target index with Special Education Students in Reading for the 2017-18 school year</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Narrative:

We use the data from the MDE website for groups meeting proficiency target. The data is disaggregated into the following students groups in our district: white, free/reduced price lunch, non free/reduced price lunch, special education, and non special education. Proficiency, growth, and trend data is analyzed by our PLC's and MTSS team, and used to set specific learning goals for child, or cohorts of students. Our primary strategy to support this goal area is that we are becoming very focused on the interventions implemented in Tier 2 and Tier 3, through our MTSS framework.

Because many of our student groups are small, we see a lot of volatility with the data in this area. For the 2018-19 school year we will be looking to increase proficiency of all of our student groups by 3% across the board.

We feel like we are struggling with making progress in this area. Prior to the 2018-19 school year we were trained in the Studer Education Group Continuous Improvement 10 – 15 day Plan, Do, Study, Act cycle using student voice to identify what strategies are working for them. We hope these strategies will help us to make progress in this area.

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
Using the Redefining Ready criteria for Career Ready, the Spring Grove School District will increase the number of students who are “career ready” from 63.3% in 2017 to 75.0% in 2018.	Using the Redefining Ready criteria for Career Ready, the Spring Grove School District increased the number of students who are “career ready” from 63.3% in 2017 to 92% in 2018.	<p>Check one of the following:</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>

Narrative:

The Spring Grove District uses the Redefining Ready National College and Career Indicators to identify needs for all students career-and-college-ready. We review 9 – 12 grade data annual to track student progress. We disaggregated the data by the following student groups – those who are identified as career ready and those who aren’t.

Students who are identified as not being career or college ready have a meeting with the principal and school counselor. They look through the following criteria that identify them as being ready and discuss options to do so. The team decides, based on student input, what steps to take to ensure success in this goal area.

We feel that we are making significant progress towards our goal.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The Spring Grove School District will exceed a 6-year target graduation rate of 90.00%. (The 2016 six year percent was 96.97%.)</p>	<p>The Spring Grove School District 2017 4-year target graduation rate was 100%.</p>	<p>Check one of the following:</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative:

The “All Students Graduate” goal is an area of pride for our district. We have been recognized by MDE for being in the top 5% of schools for our graduation rates.

We believe this strong graduation rates are due to the strong relationships we are able to make with our students over time. Our small school size helps us with this.