



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

**District or Charter Name:** Wheaton Area Schools

**Grades Served:** PreKindergarten – 12<sup>th</sup> Grade

WBWF Contact: Daniel Posthumus

Title: Superintendent

Phone: 320-563-8282

Email: [dposthumus@wheaton.k12.mn.us](mailto:dposthumus@wheaton.k12.mn.us)

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

**Wheaton Area Schools are not part of the Achievement and Integration program, so these portions of the report are left blank.**

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto: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](mailto: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](mailto:MDE.Integration@state.mn.us).

# Part A: Required for All Districts

## Annual Report

➤ Our World’s Best Workforce report can be found on our District Website at [www.wheaton.k12.mn.us](http://www.wheaton.k12.mn.us)

## Annual Public Meeting

➤ The date of the school board annual public meeting to review progress of the 2017-2018 school year is Monday, December 10, 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	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Heidi Rinke	Staff Development	
Dennis Fischer	Math Teacher	
Jayne Oachs	Career & Tech Ed	
Janet Koch	Community Education	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ray Gibson	Technology	
Kelley Berger	English	
Vicky Johnson	Community	
Melissa Deal	Special Education/Parent	
Amanda Olsen	Parent/Elementary	
Sarah Young	Counselor	
Lynae Berger	Support Staff	
Brittany Erickson	Science	
Marty Lanter	Administration & Parent	
Daniel Posthumus	Administration	
Corey Spilde	Social Studies	

## 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?*

*Each spring our administrators review the upcoming secondary school schedule and ensure all students have access to all classes and opportunities, as appropriate to their grade level.*

- *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?*

*Our District's enrollment only requires one, or two teachers per subject/grade level. We have found no gaps in equitable opportunities for 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?*

*Our small District only has one or two teachers that teach a subject at the secondary level. At the elementary level, we have mostly one-class grades. All students have the same opportunities to 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?*

*We have learned that our students do not have access to racially diverse teachers.*

- *What efforts are in place to increase the diversity of the teachers in the district?*

*We continue to advertise teaching positions state-wide, seeking a large application pool that would hopefully include teachers of racially diverse backgrounds.*

## 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 <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-2018 school year.</i></p> <p><i>80% of students entering Kindergarten will meet the standards for Kindergarten Readiness established by the Star Early Literacy Assessments given in in September, 2017</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>81% of students entering Kindergarten met the standards for Kindergarten Readiness established by the Star Early Literacy Assessments given in September 2018.</i></p> <p><i>89% of students in Kindergarten met the standards for the Star Early Literacy Assessments in May of 2018</i></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</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><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 use our PreKindergarten data. All our student data are disaggregated between our PreKindergarten Teacher, our Principal and Kindergarten Teacher. This is also shared with our Support Services Coordinator, who facilitates our Child Study Team meetings.*

*Please see the descriptions below to answer the following questions.*

- *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?*
- Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of general education classroom teachers, a Title teacher (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.
  - Assessment data used in the decision-making process consisted of Star Early Literacy Assessments, A-Reading, the Minnesota Comprehensive Assessments (MCA), the STAR Accelerated Reader assessments, as well as curriculum assessments and classroom observation. Based on the state and district assessment data, a discussion takes place to determine a course of action to fit each individual student's specific needs. Students are then assessed periodically to determine whether they are making appropriate growth toward their individual and grade level goals.

## 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><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all students in grade 3 at Pearson Elementary enrolled by October 1 who are proficient on the Reading MCA will increase from 72% in 2017 to 80% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>55.8% of all grade 3 students at Pearson Elementary enrolled by October 1, 2017 were proficient on the Reading MCA.</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  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <li>• <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i>  <i>We are using the MCA data to identify students in need, as well as several other assessments and tools at our disposal. Please refer to the information below to answer the following questions.</i></li> <li>• <i>What strategies are in place to support this goal area?</i></li> <li>• <i>How well are you implementing your strategies?</i></li> <li>• <i>How do you know whether it is or is not helping you make progress toward your goal?</i></li> </ul> <ul style="list-style-type: none"> <li>➤ <i>Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of general education classroom teachers, a Title teacher (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student’s programming.</i></li> <li>➤ <i>Assessment data used in the decision-making process consisted of Star Early Literacy Assessments, A-Reading, the Minnesota Comprehensive Assessments (MCA), the STAR Accelerated Reader assessments, as well as curriculum assessments and classroom observation. Based on the state and district assessment data, a discussion takes place to determine a course of action to fit each individual student’s specific needs. Students are then</i></li> </ul>		



<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
assessed periodically to determine whether they are making appropriate growth toward their individual and grade level goals.		

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>From 2011-2018, we will reduce the Achievement Gap by 50%, using the FRP lunch data to measure the results. We used the 2018 State established Reading goal of 56.28% proficient for our District.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Our FRP lunch date assessment results showed that 50% of our students were proficient, as assessed on the Spring 2018 MCA on a District-wide scale, compared 61.8% of “all” students being proficient on the Spring 2018 MCA. This showed a 11.8% gap.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></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 our MCA data to identify specific FRP student group needs.*
  - *What strategies are in place to support this goal area?*  
*We use the same RTI strategies we use for all our students in need of academic assistance, which are fully explained below.*
  - *How well are you implementing your strategies?*  
*We implement our strategies to best meet the needs of each student, as is discussed below in the discussion about our RTI process.*
  - *How do you know whether it is or is not helping you make progress toward your goal?*  
*Our students are progress monitored on a weekly, or biweekly schedule to plot their progress. As discussed in the section below, our Child Study Team reviews the students' progress on a scheduled basis in order to ensure their progress.*
- 
- Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of general education classroom teachers, a Title teacher (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.
  - Assessment data used in the decision-making process consisted of Star Early Literacy Assessments, A-Reading, the Minnesota Comprehensive Assessments (MCA), the STAR Accelerated Reader assessments, as well as curriculum assessments and classroom observation. Based on the state and district assessment data, a discussion takes place to determine a course of action to fit each individual student's specific needs. Students are then assessed periodically to determine whether they are making appropriate growth toward their individual and grade level goals.

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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Wheaton Area Schools will increase by 2% for the 8<sup>th</sup> grade math for the 2017-2018 MCA test results. 58.1% of students were proficient for the 2017 MCA assessment.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>38.3% of the students in grade 8 were proficient on the 2018 MCA Math.</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</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><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?*  
*We have used MCA data, as well as A-Math results at appropriate grade levels. This was disaggregated to classroom teachers through our District Assessment Coordinator.*
- *What strategies are in place to support this goal area?*  
*Students are reviewed and planned for at our Child Study Team meetings (as discussed below)*
- *How well are you implementing your strategies?*  
*Our research-based interventions are implemented as intended and reviewed by our RTI team on a biweekly basis.*
- *How do you know whether it is or is not helping you make progress toward your goal?*  
*Student's progress on their goals are assessed regularly to ensure they are making progress toward their goals.*
  - *Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of general education classroom teachers, a Title teacher (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.*
  - *Assessment data used in the decision-making process consisted of Star Early Literacy Assessments, A-Reading, the Minnesota Comprehensive Assessments (MCA), the STAR Accelerated Reader assessments, as well as curriculum assessments and classroom observation. Based on the state and district assessment data, a discussion takes place to determine a course of action to fit each individual student's specific needs. Students are then assessed periodically to determine whether they are making appropriate growth toward their individual and grade level goals.*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Wheaton Area Schools will achieve a graduation rate of 90% for all students in the cohort group (enrolled in grade 9 and graduate four years later) with no student subgroup achieving less than 85% by 2020.</p> <p>Wheaton 2018 Annual Goal: The graduation rate for students receiving free and reduced priced lunch and graduating in four years (enrolled in grade 9 in 2015 and graduate in 2018) will be 90% by July 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>96% of all students in the class of 2018 cohort earned a high school diploma from Wheaton Area Schools by July 1, 2018.</p> <p>86% of students in the class of 2018, who qualified to receive free and reduced priced lunch graduated.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></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 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?*

*Our district identifies all student achievement needs through the RTI process, as discussed below.*

- *What strategies are in place to support this goal area?*

*The strategies used through our RTI model are explained below.*

- *How well are you implementing your strategies?*

*Our strategies for student achievement are reviewed consistently through the RTI process, as described below.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*Students receiving specific interventions, as determined by our RTI process are assessed weekly, or biweekly to record their progress towards their goals.*

- Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Twice monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of general education classroom teachers, a Title teacher (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.
- Assessment data used in the decision-making process consisted of Star Early Literacy Assessments, A-Reading, A-Math, the Minnesota Comprehensive Assessments (MCA), the STAR Accelerated Reader assessments, as well as curriculum assessments and classroom observation. Based on the state and district assessment data, a discussion takes place to determine a course of action to fit each individual student's specific needs. Students are then assessed periodically to determine whether they are making appropriate growth toward their individual and grade level goals.

## 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>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*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?*



## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i>  <input type="checkbox"/> <i>Achievement Goal</i>  <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i>  <input type="checkbox"/> <i>On Track</i>  <input type="checkbox"/> <i>Not on Track</i>

*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?*

**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.