



## 2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:** Aitkin Public School, ISD 1

**Grades Served:** PreK-12

**WBWF Contact:** Dan Athman

**Title:** DAC

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**A and I Contact:** Enter name.

**Title:** Enter title.

**Phone:** Enter phone number.

**Email:** Enter email.

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes

No

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

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

**Part B:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

## 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.

<http://home.isd1.org/districtimprovement.html>

### 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.

➤ 9/16/19

### 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 2018-19 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)
Stacey Westerlund	Parent	
Ann Espeseth	Parent	
Jessica Palm	Parent	
Terry Butenhoff	Parent	
Kelly Hagestuen	Parent	
Nedra Henline	Parent	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Quinn Miller	Student	
Joe Ryan	School Board	
Jeremy Janzen	School Board	
Dan Stifter	Superintendent	
Paul Karelis	Principal	
Andy Dokken	Principal	
Shari Gruenwald	Title 1 Coordinator	
Julie Miller	Early Childhood Coordinator	
Beth Lundgrun	Teacher	
Vicki Bill	Teacher	
Kenna Grater	Teacher	
Dan Athman	DAC/CAP	

## Equitable Access to Effective and Diverse Teachers

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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 term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar

schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

We are neither a high- nor low-poverty district and we have a low number of students of color or American Indian or Alaska Native students. We have an experienced teaching staff. 88% of our teachers are defined as experienced compared to 85% at the state level. Licensed educators teach 97% of the courses at Aitkin Public Schools which is the same as the state average. This data was pulled from the Minnesota Report Card. This data is reviewed yearly by the WBWF team in conjunction with testing data to identify possible areas of discrepancy. The group then makes recommendations for the following year. We offer new and inexperienced teachers a 3 year mentorship program. We offer additional experience and growth opportunities through district, building, and individual professional development opportunities as well as literacy based instructional coaching.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

98% of the licensed staff at Aitkin Public Schools are white compared to 93% of our students. The state average is slightly lower with 94% of licensed staff being white. The ethnicity of staff to students at Aitkin public schools is very comparable. We have just under 2% of our staff and students identifying as Hispanic or Latino. We also have students identified as American Indian or Alaska Native, Asian, Black or African American, and two or more races. We would need about 5 more teachers of color and American Indian to bring our staff percent in line with our student percentage. Aitkin’s primary cause of our staff present being lower than the student percent is attracting a diverse pool of teacher candidates to a smaller, rural district. We will continue to search out well qualified, diverse teacher candidates to apply at Aitkin by not only advertising on the larger educational job boards, but also at teacher preparation programs.

## Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that 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.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse 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

Goal	Result	Goal Status
<ul style="list-style-type: none"> <li>The Aitkin Children’s center will have 90% of students in 2018 identify and name 21 letters to be kindergarten ready in literacy in 2019.</li> <li>The Aitkin Children’s center will increase from 64% of students able to identify 5 letter sounds in 2018 to 67% in 2019.</li> <li>The Aitkin Children’s center will increase from 88% of students able to count 14 objects 1-1 in 2018 to 91% in 2019.</li> </ul>	<p>85% of students could identify and name 21 letters</p> <p>74% of students could identify 5 letter sounds</p> <p>84% of students could count 14 objects</p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i>

We used the results of the TS Gold assessment given 3 times a year with different growth targets. This data along with progress monitoring allows for options such as tiered instructions and interventions to ensure student growth and provide all students with the instruction they need to reach those benchmarks. We analyze our results yearly to determine our path for the upcoming year.

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

Goal	Result	Goal Status
Increase Third grade students reading proficiency on all accountability reading tests from 62.8% in 2018 to 65.8% in 2019.	51.9% of third grade students were proficient on all accountability reading tests	<p><b>Check one of the following.</b></p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> <i>Goal Met (one year goal)</i> <input checked="" type="checkbox"/> <i>Goal Not Met (one year goal)</i> <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

We used the results of the MCS and MTAS. Student data was disaggregated by all students, free and reduced, special education, while other student groups had too small of cell size. We collected data throughout the year from Fastbridge testing and progress monitoring to track student growth and provide PLC'S and other groups to plan various interventions for our students. Some of our intervention programs include LLI, Press, Reading Corps, and guided reading, along with a daily 30 minute WIN time. There are monthly grade level problem solving data meetings to further discuss options for struggling students. We have also focused many staff development opportunities to further help teacher growth in literary areas. We analyze our results yearly to determine our path for the upcoming year.

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

Goal	Result	Goal Status
<ul style="list-style-type: none"> <li>• Closing the achievement gap between All students and Special Education students in all Reading accountability tests from 33.1% in 2018 to 30.1% in 2019 in grades 3-8 &amp; 11</li> <li>• Closing the achievement gap between All students and Free and Reduced Students in all Reading accountability tests from 10.7% in 2018 to 7.7% in 2019 in grades 3-8 &amp; 11</li> <li>• Close the achievement gap between All students and Special Education students in all Mathematics accountability tests from 31.0% in 2018 to 28.0% in 2019 in grades 3-8 &amp; 11</li> <li>• Close the achievement gap between All students and Free and Reduced Students in all Mathematics accountability tests from 14.3% in 2018 to 11.3% in 2019 in grades 3-8 &amp; 11</li> </ul>	<p>The achievement gap was 32.8%</p> <p>The achievement gap was 7.8 %</p> <p>The achievement gap was 38.1%</p> <p>The achievement gap was 12.9%</p>	<p><b>Check one of the following.</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

We used the results of the MCS and MTAS. Student data was disaggregated by all students, free and reduced, special education, while other student groups had too small of cell size. We collected data throughout the year from Fastbridge testing and progress monitoring to track student growth and provide PLC'S and other groups to plan various interventions for our students. Some of our intervention programs include LLI, Press, Reading and Math Corps, and guided reading, along with a daily 30 minute WIN time. There are monthly grade level problem solving data meetings to further discuss options for struggling students. We have also focused many staff development opportunities to further help teacher growth in math and reading. We analyze our results yearly to determine our path for the upcoming year.

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

Goal	Result	Goal Status
<p>Increase the percentage of high school 11th graders who met all four ACT Benchmark Scores from 17% in seniors graduating in 2018 to 20% in 2019.</p>	<p>20% of students met the goal</p>	<p><b>Check one of the following.</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

We used the ACT assessment and the ACT benchmark scores in the four areas Student groups are disaggregated by all students, free and reduced, special education, while other student groups had too small of cell size. Professional Learning Communities are used to allow teachers to collaborate as departments to look at standards, instructional practices, and student work. Principal walkthroughs are used to determine areas of support needed. Staff walk thrus were also used to help identify best practices. Student ACT test prep was also provided in various settings and formats. We analyze our results yearly to determine our path for the upcoming year.

## All Students Graduate

Goal	Result	Goal Status
<p>The Aitkin School District will increase the 4-year graduation rate from 94.6% in 2017 to 95.6% in 2018.</p>	<p>The 4 year graduation rate was 88.9%</p>	<p><b>Check one of the following.</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Aitkin Public Schools used the 4 year graduation rate provided by MDE Report Card. Student groups are disaggregated by all students, free and reduced, special education, while other student groups had too small of cell size. District curriculum and instruction is reviewed and evaluated for effectiveness in relation to best instructional practices and identified student outcomes. Strategies for improving instruction, curriculum and student achievement are identified and implemented through the committee. Credit recovery programs, interventions, and one on one with counselors and principals help to increase graduation rates. We analyze our results yearly to determine our path for the upcoming year.

## Part B: Achievement and Integration Progress Report

This portion is only required for districts with an [approved A & I Plan during the 2018-19 school year](#).

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

*Narrative is required. 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 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

*Narrative is required. 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 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

## Racially Identifiable Schools

If your district's 2017-20 A & I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on [this list](#) with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name:**

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 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> <input type="checkbox"/> <i>Goal Met</i>

*Narrative is required. 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 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 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> <input type="checkbox"/> <i>Goal Met</i>

*Narrative is required. 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 there are additional goals for this school, copy and paste this A&I goal table below.

## Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:
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Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.