



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

District or Charter Name:

Grades Served:

WBWF Contact: Timothy A. Pahl

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

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.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 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.

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://hancock.k12.mn.us/wp-content/uploads/2018/09/2017-18-WBWF-Plan.docx>

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.

➤ October 15th at 5:00 PM

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
Loren Hacker	Superintendent
Tim Pahl	Principal
Kaci Millette	Parent
Sandy Nelson	Parent
Tanner Pahl	Student
Nadine Miller	Student
Steph Flaten	Elementary Teacher
Kalee Nuest	High School Teacher
Jill Steiner	Community Member
Dawn Thiel	Community Member
Reed Peterson	Business Owner
Darby Greiner	Farmer

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*

The Principal reviews student achievement results including MCA and NWEA test data. He also looks at teaching assignments and staff evaluations. The Principal examines data that indicates gaps in student achievement for free and reduced, ethnically diverse, and special needs students and then determines what staff development activities are necessary to reduce these gaps. Presentations by specialists, peer review, mentorship, and “best practice” instructional strategies are just a few of the activities that have been used in the past. The Leadership Team examines the data after the Principal and works with administration and staff to develop plans to address any noted deficiencies.

- All but three teaching staff at Hancock Public School are highly qualified.
- We are a single section school at the high school level.
- We are primarily a one or two section school at the elementary level.
- We are a small rural school with minimal diversity.

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 Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Kindergarten -80% of Hancock Elementary School kindergarten students will meet target for the FAST Composite score or will increase their fall 2017 FAST Composite score to spring 2018 FAST Composite score by a minimum of 15 points.	100% of Hancock Elementary School kindergarten students either met their target for FAST Composite score in Spring of 2018 or increased their fall 2017 FAST Composite score to spring 2018 FAST Composite score by a minimum of 15 points.	<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"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Kindergarten Readiness-Baseline Data-

Kindergarten-During the fall of 2017, 9 of 27 kindergarten students didn't meet target according to the FAST test composite score. The composite score includes the following scores: Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Segmenting, Nonsense Words, Sight Words, Sentence Reading, and CBM Reading.

Needs Identified-Need to improve letter naming fluency and letter sound fluency to increase FAST composite score. 8 of the 27 kindergarten students didn't meet target in either Letter Naming Fluency or Letter Sound Fluency. 16 of the 27 students also showed 'some concern' for their composite score in Fall of 2017.

- Data Used: FAST Test
- Strategies: Students are progress monitored weekly using FAST. Wonders Reading Curriculum, Leveled Reader, Phonics Centers, Leveled Take-Home Book Bags.
- Implementing Strategies: Strategies are fully implemented.
- How do you know whether it is or is not helping you make progress toward your goal? Look at and break down the data from FAST testing/progress monitoring, check scores periodically throughout the year.

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>Hancock Elementary School's 2017-18 3rd grade class will maintain a reading proficiency that is at least 20 points above the State average at the same level as based on the reading proficiency results from the spring 2017 MCA results.</p>	<p>63.2 % of HES 3rd grade students scored at the proficient level on the 2018 MCA Reading Test. The average proficiency on the 2018 MCA Reading Test across the State was 55.7%. HES 3rd grade students scored only 7.5% above the state average on the 2018 MCA Reading Test. Therefore, HES did not meet its 3rd grade goal.</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>

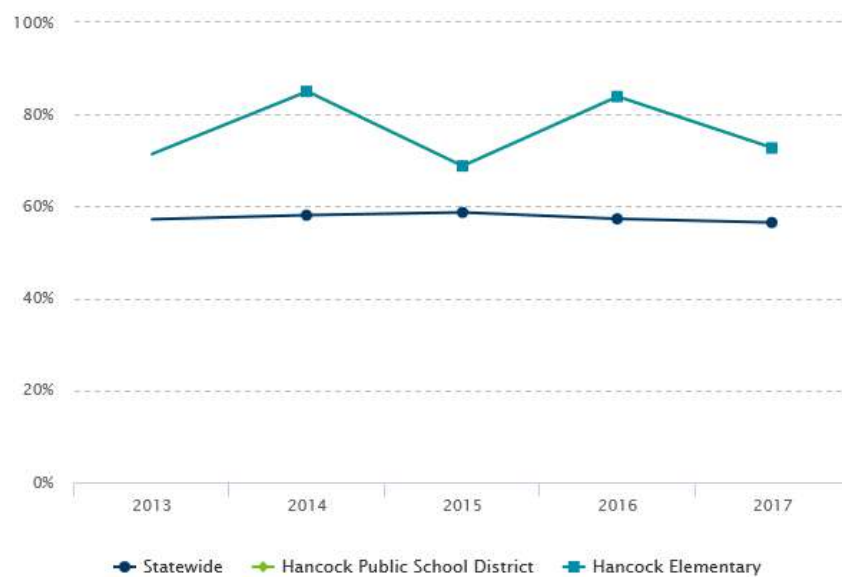
Third Grade Reading:

Baseline Data-

Our goal for 2016-17 was to remain at least 20 points above the State average for 3rd grade reading proficiency. Unfortunately, we did not meet this goal (We were only 16.2% higher than the State average). While Hancock Elementary third grade reading proficiency remains high, it was not 20 points above the State average and therefore will remain a goal for the 2017-18 year.

Hancock Elementary Hancock Public School District

Test: MCA-III, Subject: Reading, Year: 2017, Grade: 3



Statewide Percent Proficient 56.5%
Hancock Elementary 3rd Grade Percent Proficient 72.7%

Needs Identified-

Maintain a 3rd grade reading proficiency that is at least 20 points above the State average reading proficiency for 3rd grade.

- Data used: Grade 3 MCA-III Reading Test Results.
- Strategies: NWEA Testing, Accelerated Reading, IXL, Title Support, Academic Interventionist, Unit and Chapter Assessments, Wonders Reading.
- Implementing Strategies: All strategies are implemented in the classroom throughout the year.
- How do you know whether it is or is not helping you make progress toward your goal? Progress monitoring using those strategies listed above: NWEA, AR, IXL, Title, Interventionist, Unit/Chapter Assessments.

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>Hancock Elementary School's percent of students that qualify for free and reduced priced lunch reading performance will improve from 52.1% in spring of 2017 to its 2013 performance level of 58% on track based on their performance on the 2018 MCA reading test.</p>	<p>Hancock Elementary School's percent of students that qualify for free and reduced priced lunch reading performance decreased from 52.1% in spring of 2017 to 40% proficient based on their performance on the 2018 MCA reading test. Therefore, HES did not meet its achievement gap goal.</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>

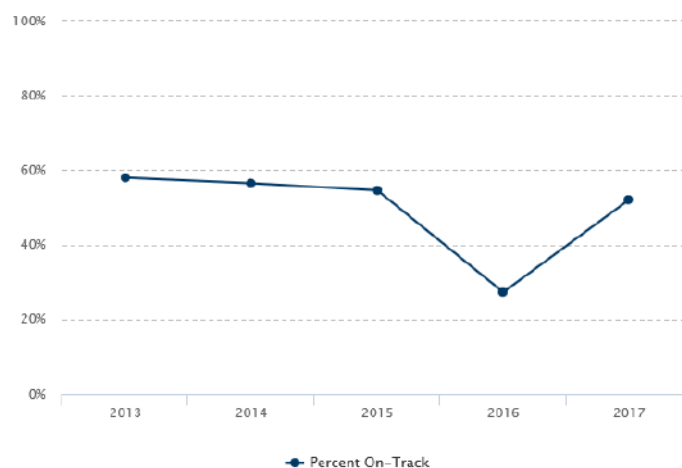
The Achievement Gap:

Baseline Data-

The Minnesota Growth Model was designed with input from parents and educators to determine if students are gaining and maintaining skills necessary to be academically successful. This growth is indicated by the percent of students on track. One of the main factors affecting this is the performance of our free and reduced price lunch students in the area of reading. See below.

Hancock Elementary Hancock Public School District

Test: MCA-III, Subject: Reading, Grade: All Grades, Demographics: Free/Reduced Priced Lunch



Year	Percent on Track
2013	58%
2014	56.5%
2015	54.6%
2016	27.3%
2017	52.1%

Hancock Elementary Hancock Public School District

Subject: Reading, Demographics: Free/Reduced Priced Lunch

Needs Identified-

Focusing on improving the performance of our free and reduced price lunch/low income students will have the greatest impact on the percent of students on-track at HES. This will also help HES continue to reduce the achievement gap.

- Data Used: All Grades MCA-III Reading Test-Free/Reduced Priced Lunch.
- Strategies: NWEA Testing, Accelerated Reading, IXL, Title Support, Academic Interventionist, Unit and Chapter Assessments.
- Implementing Strategies: All strategies are implemented in the classroom throughout the year.
- How do you know whether it is or is not helping you make progress toward your goal? Progress monitoring using those strategies listed above: NWEA, AR, IXL, Title, Interventionist, Unit/Chapter Assessments.

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>There is a correlation between student's performance on the 11th grade Mathematics MCA-III scores and their college and career readiness. "A student whose MCA-III score is at or above 1152 is on track to demonstrate career and college readiness in mathematics on a college admissions test at the end of grade 11". –Stated on MCA results sheets.</p> <p>Needs Identified-</p> <p>Math proficiency scores statewide are typically low. While the percent proficient at HHS is typically about the state average, average is not acceptable. We want our proficiency to increase from 57.9% in 2017 to 62% in 2018.</p> <p>SMART Goal-</p> <p>The percentage of students in grade 11 at Hancock Public School who earn an achievement level of Meets the Standards or Exceeds the Standards in mathematics on all state accountability tests (MCA/MTAS) will increase from 57.9% in 2017 to 62% in 2018.</p>	<p>The percent of students in grade 11 at Hancock Public School who earned an achievement level of Meets the Standards or Exceeds the Standards in mathematics on all state accountability tests (MCA/MTAS) increased from 57.9% in 2017 to 72.2% in 2018. This far exceeded our goal of 62%.</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 checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

College and Career Readiness:

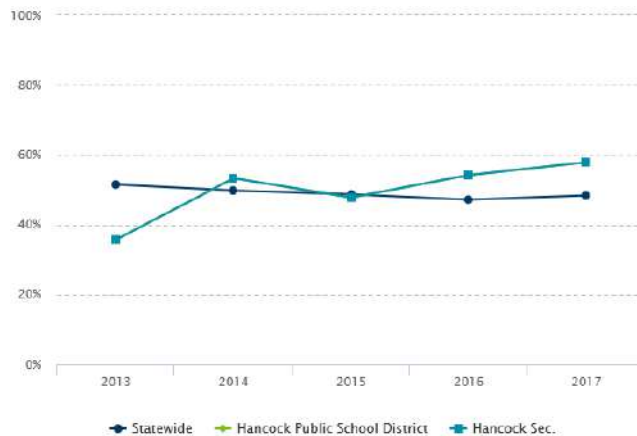
Baseline Data-

There is a correlation between student's performance on the 11th grade Mathematics MCA-III scores and their college and career readiness. "A student whose MCA-III score is at or above 1152 is on track to demonstrate career and college readiness in mathematics on a college admissions test at the end of grade 11". –Stated on MCA results sheets.

Needs Identified-

Math proficiency scores statewide are typically low. While the percent proficient at HHS is typically about the state average, average is not acceptable. We want our proficiency to increase from 57.9% in 2017 to 62% in 2018.

Percent Proficient on 11th Grade Mathematics MCA



Hancock Sec.

Year	Percent Proficient	Number Proficient	Number Tested
2013	35.7%	5	14
2014	53.3%	8	15
2015	47.8%	11	23
2016	54.2%	13	24
2017	57.9%	11	19

- Data Used: Percent of students proficient on the 11th Grade MCA-III Mathematics Test.
- Strategies: NWEA Test, Unit and Chapter Tests,
- Implementing Strategies: All strategies are implemented throughout the year.
- How do you know whether it is or is not helping you make progress toward your goal? NWEA test results, unit and chapter test results, and year to year MCA results.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>In May of 2018, 100% (19/19) of Hancock High School seniors will graduate. The Minnesota Department of Education's graduation data as reported through the MARSS system will be used to determine if the goal has been met.</p>	<p>On May 18th of 2018, 100% (19/19) of Hancock High School seniors graduated. Evidence can be found on the MDE website under Minnesota Report Card.</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 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>

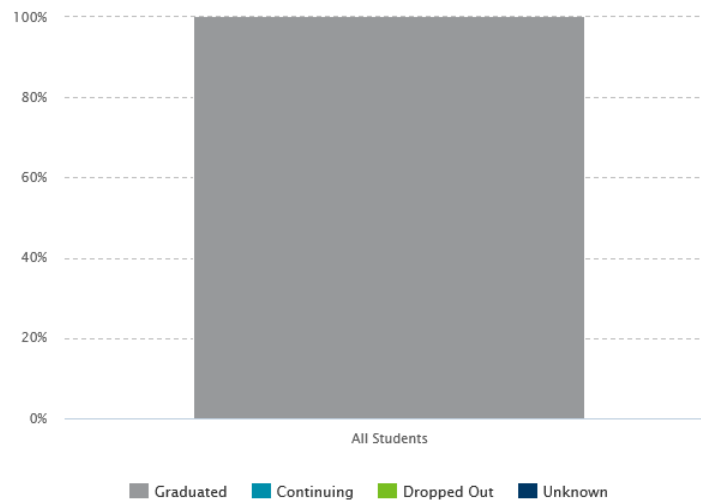
Graduation:

Baseline Data-

According to MDE, our graduation rate for 2017 was 100% (21/21). Our expectation is a 100% graduation rate every year.

HHS Students in the Class of 2017 and graduating in 2017

21 out of 21 students graduated in 2017**



Needs Identified-

100% of HHS seniors must graduate every year. Make sure that all students are coded properly in MARSS.

- Data Used: MDE Graduation Rate
- Strategies: Closely follow attendance policy, Principal meets with ALL juniors and seniors and their parents during the summer to review progress towards graduation. Counselor monitors student's progress throughout the year.
- Implementing Strategies: Strategies are implemented and reinforced throughout the year and from year to year.
- How do you know whether it is or is not helping you make progress toward your goal? Monitor graduation rate from MDE, maintain a 100% graduation rate every year-This is the expectation for a small school.

