



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Braham Area Schools

Grades Served: K-12

WBWF Contact: Kenneth Gagner

Title: Superintendent

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

NO

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: 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.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools 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.

World's Best Workforce

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.

- Provide the direct website link to the district's WBWF annual report.
 - http://www.braham.k12.mn.us/district/world_s_best_work_force

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.

- Provide the direct website link to the A&I materials

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.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.
 - November 18, 2019

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).

2018-2019 World's Best WorkForce Plan Members			
Katie Kunshier - community / parent	Jeff Eklund - principal / parent	Dakota Hill- student	Ben Carlson- student
Shawn Kuhnke - AD / Principal / parent	Ken Gagner - Superintendent	Tammi Johnson - teacher / parent	Chris Grote - teacher
Ken Lindgren - community / parent	Allison Londgren - board / parent	Trina Olson - community / parent	Becky Swanson - teacher
Lori Auers - teacher	Mike Thompson - board	Jonelle Klemz - social worker	Steve Eklund - board
Connie Gelle - Community Member	Jody Baker - student		

Equitable Access to Excellent and Diverse Educators

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.

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?
 - What equitable access gaps has the district found?
 - What are the root causes contributing to your equitable access gaps?
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

ISD #314 (administration on an annual basis) tracks the placement of all low-income and minority students on an annual basis to ensure a disproportionate number are not served by inexperienced staff as compared to their peers. Braham is a relatively small district with no more than three teachers serving any one department or grade level.

Over 91% of the student body identifies as being white (4% is next highest group) and the districts free and reduced population was just over 40%. 10% percent of the teaching staff were defined as inexperienced (three or less years of experience), 7% of the teaching staff was defined as out-of-field (licensed teacher providing instruction in an area he/she is not licensed), and ALL staff participated in the teacher development and evaluation (TDE) program during the 2018-2019 school year. Data for the 2018-2019 school year shows the number of low-income and minority students being served by inexperienced or out-of-field teachers was not significantly different as compared to their peers.

Complete data - which includes teacher experience, teacher participation in annual evaluation and development, and student race and income - is available upon request at the Superintendent's office.

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.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
 - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Braham Area Schools does not discriminate in any fashion regarding the hiring of outstanding teachers. Hiring practices call for an extensive interview process with a thorough review of each candidate's background. The district's goal is always to hire the most qualified candidates regardless of salary considerations, race, or any other factor. Having said that, Braham's recent experience with the pool of candidates of color or American Indian descent applying is extremely low (zero). It should also be noted that no more than 4% (almost always less) of any classroom are racially or ethnically different than the current teaching staff. While the district would fully embrace hiring candidates of various backgrounds and racial diversity, the district currently has not increased spending targeting this goal.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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
<p>1. Preschool Reading: The average scores of students entering kindergarten from Braham Area preschool programming will meet early reading spring benchmark scores (PELI) in the following categories:</p> <ul style="list-style-type: none"> ● Alphabet Knowledge ● Phonological Awareness ● Comprehension ● Vocabulary/Oral Language <p>2. Preschool Math: The average scores of students entering kindergarten from Braham Area preschool programming will meet spring benchmark scores as identified by a standardized assessment (FAST) in the following categories:</p> <ul style="list-style-type: none"> ● Number Identification ● Subitizing <p>3. 90% of students entering kindergarten (day one) will have participated in preschool screening and 100% of kindergarten students will be screened within 30 days of the start of school.</p>	<p>1. Students met targets in three of the four categories (missed alphabet knowledge)</p> <p>2. Students met targets in both categories.</p> <p>3. 94.3% on day one and 100% within the first 30 days</p>	<p>Check one of the following:</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 type="checkbox"/> Goal Not Met (one-year goal)</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> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Narrative is required; 200-word limit.

- This is part of our regular WBWF data collection which includes results from FAST, PELI, and local collections. Data is disaggregated by special education and income status (the only groups large enough).
- Strategies include aligned curriculum, regularly scheduled PLC meetings with the clear purpose of advancing WBWF measures, five scheduled work days plus two other days focused on curriculum, utilization of RtI principles, SMART room, and participation in TDE - which includes structured peer review.
- We are pleased with this year’s progress and are confident in the evidence based strategies which are in place. Teachers are taking ownership to more closely monitor curricular implementation and will increase frequency of progress monitoring. Interventions completed with fidelity, the allocation of sufficient resources for professional development, and the more effective utilization of PLC’s are all still areas for growth.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>1. The percentage of students in grade three reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA’s</p> <p>2. The percentage of students in grade three reaching proficiency levels in math will meet or exceed the state average as measured by the MCA’s</p> <p>3. 4th grade reading growth scores as measured by the MCA’s will meet/exceed growth scores as compared to spring 2018 ISD #314 OR current state averages.</p> <p>4. 4th grade math growth scores as measured by the MCA’s will meet/exceed growth scores as compared to spring 2018 ISD #314 OR current state averages.</p> <p>5. The average benchmark score in grades 1-3 will exceed the spring targets in reading and math, as measured by the FAST A series assessments.</p>	<p>Data in red is below target:</p> <p>1. District exceeded state average: 56.1% vs. 54.6%</p> <p>2. District exceeded state average: 80.3% vs. 65.6%</p> <p>3. 4th grade reading growth scores (MCA) exceeded state average: 73.0% vs. 56.9%</p> <p>4. 4th grade math growth scores (MCA) exceeded state average: 64.6% vs. 57.6%</p> <p>5. Average benchmark score in grades 1-3 will exceed the spring targets in reading and math, as measured by the FAST A series assessment: math 199 to 197, 205 to 203, 212 to 212; reading 489 to 489, 508 to 503 (no grade 1 reading)</p> <p>6. Average benchmark score in grades 1-3 will exceed the spring targets in reading, as measured by the FAST CBMR assessments: 70 to 71, 100 to 106, 132 to 131</p>	<p>Check one of the following:</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 type="checkbox"/> Goal Not Met (one-year goal)</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

<p>6. The average benchmark score in grades 1-3 will exceed the spring targets in reading, as measured by the FAST CBMR assessments.</p> <p>7. The average benchmark score in kindergarten classrooms will exceed the spring targets in reading and math, as measured by FAST assessments.</p>	<p>7. Average benchmark score in kindergarten classrooms will exceed the spring targets in reading and math, as measured by FAST assessments:</p> <p>LN 49.3 to 50, LS 41.4 to 41, NI 34.1 to 36, S 10.3 to 17</p>	
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- Strategies include aligned curriculum, regularly scheduled PLC meetings with the clear purpose of advancing WBWF measures, five scheduled work days plus two other days focused on curriculum, utilization of RtI principles, Bomber Boost - targeted after school & summer program, SMART room, Bomber Pride K-12 programming, and participation in TDE - which includes structured peer review.
- Progress on implementation can always be improved. All evaluations (including principal and superintendent) are based on student performance so making progress on WBWF goals leads all our decision making. The district will continue to set high standards and proceed with evidence based practices we have in place. Interventions completed with fidelity, the allocation of sufficient resources for professional development, and the more effective utilization of PLC's are all still areas for growth.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>1. District average MCA growth scores for free/reduced and special education groups in reading and math will meet or exceed ISD #314 scores as compared to spring 2018 ISD #314 OR current state averages.</p>	<p>Data in red is below target:</p> <p>a. Sp. Ed: District MCA growth averages in math exceeded the state average: 47.0% vs. 32.3%</p> <p>b. F/R: District MCA growth averages in math exceeded the state average: 47.4% vs. 36.1%</p> <p>c. Sp. Ed: District MCA growth averages in reading did not meet the state or district 2018 average: 28.3% vs. 36.9%</p> <p>d. F/R: District MCA growth averages in reading exceeded the state average: 45.6% vs. 43.1%</p>	<p>Check one of the following:</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 type="checkbox"/> Goal Not Met (one-year goal)</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>

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- Progress on implementation can always be improved. All evaluations (including principal and superintendent) are based on student performance so making progress on WBWF goals leads all our decision making. The district will continue to set high standards and proceed with evidence based practices we have in place. Interventions completed with fidelity, the allocation of sufficient resources for professional development, and the more effective utilization of PLC's are all still areas for growth.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>1. The percentage of students in grades 3-8, and 10 reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA's</p> <p>2. The percentage of students in grades 3-8, and 11 reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's</p> <p>3. The average benchmark score in grades 4-6 will meet or exceed the spring targets in reading and math, as measured by the FAST A series assessments</p> <p>4. The average benchmark score in grades 4-6 will meet or exceed the spring targets in reading, as measured by the FAST CBMR assessments</p> <p>5. The percentage of students in grade 5, 8, and 10 reaching proficiency levels in science will</p>	<p>Data in red is below target:</p> <p>i. District exceeded state average: 59.5% vs. 59.2%</p> <p>ii. District exceeded state average: 59.9% vs. 55.0%</p> <p>iii. Avg. benchmark score on FAST aReading and aMath for grades 4-6: Reading 522 to 513, 525 to 522, 535 to 527. Math 221 to 217, 221 to 223, 227 to 223</p> <p>iv. Avg. benchmark score on FAST CBMR for grades 4-6: 160 to 150, 167 to 163, 179 to 172</p> <p>v. District exceeded state average: 56.4% vs. 50.7%</p> <p>vi. District ACT composite scores did not meet/exceed state or district average: 19.2 (19.5) vs. 21.4</p> <p>vii. 41% of juniors and seniors took at least one college level course</p>	<p><i>Check one of the following:</i></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 type="checkbox"/> Goal Not Met (one-year goal)</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>

<p>meet or exceed the state average as measured by the MCA's</p> <p>6. The average composite score for students taking the ACT will meet or exceed the state or ISD #314's 2017-2018 average</p> <p>7. Forty percent of juniors and seniors will take at least one college level course</p> <p>8. Fifty percent of students in grades 9-12 will enroll in at least one CTE (Career and Technical Education) course</p> <p>9. District average MCA growth scores in reading and math will meet or exceed the current state OR ISD #314 2017-2018 average</p>	<p>viii. 64% percent of 9-12 grade students took at least one CTE course.</p> <p>ix. District wide growth scores in reading and math did not meet goal criteria:</p> <ul style="list-style-type: none"> ● 1.9% below state average in reading ● 1.4% below state average in math 	
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- Progress on implementation can always be improved. All evaluations (including principal and superintendent) are based on student performance so making progress on WBWF goals leads all our decision making. The district will continue to set high standards and proceed with evidence based practices we have in place. Interventions completed with fidelity, the allocation of sufficient resources for professional development, and the more effective utilization of PLC's are all still areas for growth.

All Students Graduate

Goal	Result	Goal Status
<p>1. Four year graduation rate will exceed 90%</p>	<p>Data in red is below target:</p> <p>i. District 4 yr. rate was 90.6% (2018 class - data is always a year behind)</p>	<p>Check one of the following:</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>2. Consistent attendance rate (as defined by MDE) will exceed 90% or state average</p> <p>3. Total % of ISS/OSS offenders will decrease as compared to 2017-2018</p> <p>4. Fall Parent-Teacher Conference rates will:</p> <ul style="list-style-type: none"> ● exceed 95% in grades K-6 ● will meet or exceed previous year percentage in grades 7-12 (44% in '17-'18) <p>5. A minimum of 75% of students in grades 7-12 will participate in one or more extra or co-curricular activities.</p> <p>6. Braham school culture student survey results showing positive growth will meet or exceed baseline data gathered in spring of 2016</p>	<p>ii. Consistent attendance rate was 87.6% (2.2% above state average)</p> <p>iii. '18-'19 data vs. '17-'18: ISS rate decreased 1% (13% v. 14%), OSS rate increased 1.4% (6% v. 4.6%)</p> <p>iv. Elem. P-T Conf. rate at 96% and HS rate at 51% ('17-'18 rate in HS was 44%)</p> <p>v. 66% of students participated in one or more extra or co-curricular activities</p> <p>vi. School culture student survey results showing positive growth will meet or exceed baseline data: *Survey showed same or positive growth on 6 of 8 questions = 2.52 points. (Considered same if within 2 points)</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
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