



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

District or Charter Name:

Grades Served:

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (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://jccschools.ss5.sharpschool.com/UserFiles/Servers/Server_3168824/Image/WBWF%20SUMMARY%20.pdf

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.

January 16th, 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 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)
Tammy Timko Joel Timmerman	Administration Administration	X
Chris Naumann Larry Traetow	Administration Administration	
Amy Voss	School Board	X
Todd Meyer	Superintendent	X
Angie Beckel	Staff Development Co-Chair	
Nathan Boler	Staff Development Co-Chair	
Rachel Zimmerman	Teacher	
Jordana Runck	Teacher	
Betty Ringeisen	Teacher	
Kari Pyan	Teacher	
Laura Bidne	Parent	
Wendy Fredrickson Rachel Mitchell Dawn Potthoff Chance Meyer	Parent Parent Paraprofessional Student	

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.

- There are four campuses, Riverside Elementary (K-5) in Jackson, Pleasantview Elementary (K-5) in Lakefield, JCC Middle School (6-8) and JCC High School (9-12).
- Jackson County Central has two reportable groups, Free/Reduced and SPED.
- Jackson County Central has 96 licensed teachers in the district.
- There are 3 teachers under a variance for teaching out of their field.
- The student diversity rate is 87% white and 13% of students of color. JCC is designated as a racially-isolated district.
- ALL students have equal access to programs, activities and education to fit their needs regardless of their status.
- JCC posts on multiple college websites, Edpost, local and regional newspapers, and on the JCC webpage for any and all open positions for employment.
- JCC uses a fair and equitable rating system for screening process when selecting candidates for positions.
- JCC interviews the best qualified individuals regardless of race, religion, color, creed, or other status.
- JCC implements a new teacher induction program for all teachers which includes a mentor/mentee program.
- An on-going Teacher Growth Development and Evaluation plan is in place assuring all staff are of high quality.
- All staff are on the districts TGDE process and regularly meet with district instructional coaches and administration in regards to maintaining high quality educational practices.

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
<p>100 % of all students entering Kindergarten will go through preschool screening before entering Kindergarten.</p> <p>100 % Students entering kindergarten will be 5 on or before September 1st.</p> <p>All students entering kindergarten will receive medically acceptable immunizations.</p> <p>80% of students entering kindergarten will be at the proficiency target for the fall benchmark on the FAST assessment in reading and math.</p>	<p>100% of students who entered kindergarten for 2017-2018 were preschool screened.</p> <p>100% of students entering kindergarten met the criteria for kindergarten age.</p> <p>98% students received immunizations before the first day of kindergarten.</p> <p>Of the students entering kindergarten met the fall benchmark 72% in early reading and 78% in early math using FAST assessments.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input 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>

Bullethead narrative is appreciated. 200-word limit.

- *JCC uses Fast assessment data for identifying and benchmarking student data. JCC has used Fast for 4 years and the staff is seeing positive results.*
- *JCC implements a systematic review protocol for students who wish to enter kindergarten before they are five.*
- *JCC has 2 ECSE staff that work with all identified students.*
- *JCC has more than 70 students in their school operated preschool program. This helps in communication and goal setting for preschool students entering kindergarten.*
- *The school health professional assures that all students have the appropriate immunizations before entering kindergarten.*

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
70% of all third grade students will meet or exceed the proficiency level as demonstrated and reported in the 2017-2018 MCA tests.	The results of the district third grades students meeting or exceeding on the 2018 MCA reading assessments was 61% .	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200-word limit.

- *Title I Services are used for targeted students in Kindergarten through 3rd Grade. Title I Services have been implemented in both elementary schools in the JCC district. FAST along with Fontus and Pinnel are used as assessments tools to form instruction*
- *Standards-based instructional practices have been identified as a priority in the JCC district. All staff participate in weekly PLC meetings and continued training through a consultant to identify and develop a rigorous standards-based curriculum.*
- *Weekly PLC meetings focus on student data and help to form a rigorous curriculum based on standards implementation*

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The % of all 3rd -10th grade students scoring proficient will be 60% on the 2017 MCA reading test.</p> <p>The % of all free and reduced lunch 3rd -10th grade students scoring proficient will be 40% on the 2017 MCA reading test.</p> <p>The % of all SPED 3rd -10th grade students scoring proficient will be 40% on the 2017 MCA reading test.</p> <p>The % of all 3rd -10th grade students scoring proficient will be 60% on the 2017 MCA math test.</p> <p>The % of all free and reduced lunch 3rd -10th grade students scoring proficient will be 40% on the 2017 MCA math test.</p> <p>The % of all SPED 3rd -10th grade students scoring proficient will be 40% on the 2017 MCA math test.</p>	<p>The % of all 3rd -10th grade students scoring proficient was 55.4% on the 2017 MCA reading test.</p> <p>The % of all free and reduced lunch 3rd -10th grade students scoring proficient was 45.1% on the 2017 MCA reading test.</p> <p>The % of all SPED 3rd -10th grade students scoring proficient was 32% on the 2017 MCA reading test.</p> <p>The % of all 3rd -10th grade students scoring proficient was 58.3% on the 2017 MCA math test.</p> <p>The % of all free and reduced lunch 3rd -10th grade students scoring proficient will be 36.7% on the 2017 MCA math test.</p> <p>The % of all SPED 3rd -10th grade students scoring proficient was 48.5% on the 2017 MCA math test.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *We were able to increase our Free/Reduced Reading scores up to 45.1% this year and met that part of the goal.*
- *We closed the gap between all student and Free/reduced to just 10.4% of a difference on Reading MCAs.*
- *We closed the gap between all students and SPED to just 9.8% of a difference on Math MCAs.*
- *We met our goal for SPED proficiency on the 2017 MCA Math Test.*
- *The thing that hurt us the most in 2017 is that we had a big increase in the number of students who opted-out of the testing. District-wide, we had a 54% increase in opt-outs in 2017 over 2016.*
- *In 2017, we had 77 out of the 709 students who could take the MCAs decided to opt-out of the exams.*
- *This especially affected grades 6, 7, 8, 9, and 11. In those grades, the percent of opt-outs were, respectively, 9%, 10%, 12%, 25%, and 23%.*
- *We strongly feel if those students had not opted-out, we would have met all of our goals.*

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><i>The average ACT score will be 19.</i></p> <p><i>100% of the 10th grade students will attend 2 career fairs.</i></p> <p><i>100% of the 10th grade students will participate in the pre ACT. This is in conjunction with a careers unit.</i></p> <p><i>100% of the juniors will attend 2 college fairs.</i></p> <p><i>100% of the juniors will participate in the ACT.</i></p> <p><i>School counselor will meet with all seniors in planning for post-graduation plans.</i></p>	<p>The average ACT score was 19.6</p> <p>100% of the JCC students participated in the college and career interest survey.</p> <p>Our 10th grade students attended two Career Fairs.</p> <p>Our 11th and 12th grade students will attend a College Career Fair.</p> <p>Our Anatomy class attended a Health Careers Fair.</p> <p>We also offer three tests that have career interest inventories as part of the test. The 10th grade has this on the Pre-ACT, the 11th grade on the ASVAB and ACT.</p> <p>We go into the classroom to go over the results of the test and career portion with students. Our counselor met with every junior and senior student to discuss their future plans.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p>X On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bullethead narrative is appreciated. 200 word limit.

- *We achieved each of our sub-goals for this area.*
- *We required all our 11th Graders to take the ACT this year, they all did, and we still achieved our goal.*
- *Our 10th Graders attended 2 Career Fairs programs. One was in the fall at Minnesota West Community and Technical College in Worthington. The other was in the spring at Fairmont High School in Fairmont.*
- *Our 11th Graders attended 2 College Fairs. One was in the fall at Fairmont High School in Fairmont and the other was in the winter on the campus of Iowa Lakes Community College in Estherville, Iowa.*
- *JCC's school counselor successfully met with all the seniors by the end of October, and the juniors shortly after the first of the year. They met to discuss future plans and goals.*
- *10th Graders write a career paper in their English class, explaining their career choices in detail.*
- *All of the students in JCC's College in the School's Anatomy/Physiology class also attended a Cadaver Lab and Health Careers Fair in Brookings, South Dakota.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>JCC will maintain at least a 95% graduation rate for 2018.</p>	<p>The graduation rate for the 2018 school year was 97.8%.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</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>

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- JCC implements a credit recovery program that assists students in meeting graduation requirements.
- All 10th, 11th, and 12th Grade students that are at-risk for not meeting graduation requirements meet with the school principal and counselor on a weekly basis in the fall. This helps to get and keep the students moving forward toward graduation.
- All JCC students have a personal learning plan that helps with graduation requirements.

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>The three-year AI plan for JCC is to decrease the Achievement Gap percentage in Math by 25% for Free/Reduced population. In Baseline, (2016) all grades was 62.7% and Free/Reduced was 51.2%. Base is 11.5%.</i>	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	<i>Baseline for all grades Math is 11.5% in 2016 Targets are 10.5% in 2018 9.5% in 2019, 8.5% in 2020.</i>	<i>All grades Math score was 58.3%. The Free/Reduced population score was 48.5%. The gap decreased to 9.8%.</i>	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track

Bulleted narrative is appreciated. 200-word limit.

- We were very happy to see we more than made our 2018 gap target. We're hoping to continue everything we've been doing for the last two years as we move forward.*
- We use Fast Testing Math Data for grades 3-5. The teachers utilize the data at their weekly PLC meetings to trouble-shoot any problems.*
- Teachers in Grades 6-10, use previous year's MCA data at their weekly PLC meetings. The PLCs break down all data down to the individual level as well as look at the scores based on EL Free/reduced students and all students.*
- We utilize weekly PLC meetings and concentrate on a-risk students in Kindergarten through 3rd grade.*
- We utilize 3 Integration teachers in our elementary buildings, we also have a teacher employed at the high school to help students with any needs.*
- We've found that the longer we can keep a teacher working in the building as an Integration teacher, the better job the kids do in that area.*
- Students working with the Integration Teachers are seeing far more success than those that don't work with the Integration Teachers.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
The 3-year AI plan for JCC is to decrease the Achievement Gap percentage in Reading for Free/Reduced population by 30%. In Baseline (2016), the all grades Reading Score was 58.4%. The Free/Reduced score was 48.1%. This is a Gap of 10.3%.	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>The baseline for all grades in Reading to free/reduced is 10.3% in 2016. Targets are 9.3% in 2018, 8.3% in 2019, and 7.3% in 2020.</i></p>	<p><i>All grades Reading score was 55.4%. The Free/Reduced Reading score was 45.1%. The gap stayed the same at 10.3%.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- We were disappointed that we had no change in our gap in 2018 compared to the 2016 baseline.*
- One interesting aspect of our data is that our 2017 scores, which we weren't using for this goal, did see a decrease from our 2016 scores. But that decrease evaporated in 2018.*
- We use Fast Testing Data in Reading for grades 3-5. The teachers utilize the data at their weekly PLC meetings to trouble-shoot any problems.*
- Teachers in Grades 6-11, use previous year's MCA data at their weekly PLC meetings. The PLCs break down all data down to the individual level as well as look at the scores based on EL Free/reduced students and all students.*
- We utilize weekly PLC meetings and concentrate on at-risk students in Kindergarten through 3rd grade.*
- We utilize 3 Integration teachers in our elementary buildings, we also have a teacher employed at the high school to help students with any needs.*
- We've found that the longer we can keep a teacher working in the building as an Integration teacher, the better job the kids do in that area.*
- Students working with the Integration Teachers are seeing more success than those that don't work with the Integration Teachers.*
- Our scores dropped from 2016 to 2018 in both all grades and in free/reduced population.*
- District-wide, we have a high number of student (11%) who are being opted out of these MCA Exams and that is having a very negative affect on our scores. This is affecting all areas of our students.*

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.

This past summer (2018) we had 2 different Summer STEM Camps that were very successful. JCC hosted one camp for JCC, Windom, and Mountain Lake 4th and 5th Graders. Mountain Lake hosted the other camp for the same three districts' 6th and 7th Graders. Again this year, we had to have two teachers at the 4th-5th Grade Camp, with one each from Windom and Mountain Lake, to work with the 50+ students we had attending. The Mountain Lake Camp for 6th-7th Graders also had a good turnout of 45 students, with one teacher from each district. Both camps had students from all three school districts in the collaborative. The teachers reported great successes with the kids and their projects and with mixing the students from all three districts. Next summer (2019), we'll add the 8th-9th Graders Camp at Windom to keep our momentum alive. This fall, we started a joint 4th Grade Day with the three districts spending a full day together.