



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

District or Charter Name: Voyageurs Expeditionary School

Grades Served: 6-12

WBWF Contact :Scott Anderson

Title: Director Enter title.

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Email scott@voyageursschool.org Enter email.

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.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@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.

- *The report is available on our website www.voyageursschool.org. The report is also shared with the staff and will be available at our Spring Parent night March 26, 2019*

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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.

- *March 26, 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)
Scott Anderson	Director	
Brian Olson	Board Director/Community Member	
Heidi Seitz	Board Director/Parent	
Ross Millar	Board Director/Teacher	
Lynnette Bedeau	Board Director/Parent	
Kari Olson	Board Director/Teacher	
Jean Fjelsta	Business Manager	
Kathy Skinner	Staff Member	
Katie Boell	Lead Teacher	
Becky Reinarz	Lead Teacher	

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?*
- *Our Administrative team checks the final STAR report.*
- *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?*
- *No gaps were found. The MN School Report Card shows that ---% meet highly qualified requirements*
- *What are the root causes contributing to your gaps?*
- *No gaps found*
- *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?*
- *Because of our small size and current scheduling design all students have access.*

➤ *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 had minimal turnover but also find there is a lack of teacher candidates who reflect our diversity.*
- *What efforts are in place to increase the diversity of the teachers in the district?*
- *We advertise locally which includes communications with all 3 local Native American reservations.*

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.

x 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.

x 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 type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met xDistrict/charter does not enroll students in kindergarten

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?*

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <i>xDistrict/charter does not enroll students in grade 3</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?*

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>By SY 2019-2020, 75% of students in grade 10 will achieve a proficient or partial proficient score on the MCA Reading assessment.</p> <p>By SY 2019-2020, 69% of all students in grades 6-11 who take the NWEA test in Reading will meet or exceed their growth target.</p> <p>By SY 2019-2020, 45% of students in grade 11 will achieve a proficient or partial proficient score on the MCA math test</p> <p>By SY 2019-2020, 60% of all students in grades 6-11 who take the NWEA test in Math will meet or exceed their target.</p>	<p>In 2018, 93.4% of all students in grade 10 achieved a proficient or partial proficient score on the MCA Reading assessment.</p> <p>In 2018, 91% of all AI students in grade 10 achieved a proficient or partial proficient score on the MCA Reading assessment.</p> <p>During the 2017-18 SY, 72.1% of students in grades 6-11 met or exceeded their growth target on the NWEA assessment in Reading.</p> <p>During the 2017-18 SY, 45% of all students in grade 11 achieved a proficient or partial proficient score on the MCA Math assessment.</p> <p>During the 2017-18 SY 70% of all students in grades 6-11 met or exceeded the target score on the NWEA math assessment.</p>	<p>Check one of the following:</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>

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 the MCA state assessment as well as NWEA data. We also break down the results in student subgroups that reflect our population.

- *What strategies are in place to support this goal area?*
 - Our current academic calendar provides students/families with grade reports 6 times a year. We also hosted 3 Family nights to share on-going school/student activities. We continued to implement a Lead teacher training/observation program to support/guide our instructional staff. We have ongoing conversations of program design/course offerings to help meet the needs of our clients.

- *How well are you implementing your strategies?*

Over the last two years we have experienced a growth in Science/Reading/Math scores as measured by MCA and NWEA assessments

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

We review our assessment results and make group as well as individual student changes as determined by need. Staff and Teacher Professional Growth plans are also designed based upon these 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><i>100% of students as Voyageurs will participate weekly in the Ramp Up to Readiness program.</i></p> <p><i>By SY 2019-2020, Voyageurs students in grade 11 will increase their score an average of 1.1 composite points per year from a baseline score of 14.8 in 2014.</i></p>	<p>During the 2017-18 SY, 100% of all students at Voyageurs participated in a weekly Ramp Up to Readiness program.</p> <p>In April 2018, Juniors who took the ACT placement test had an average composite score of 17.</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 X Goal Not Met</p>

Bulleated 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 both MCA and NWEA assessment data to drive program/curriculum changes. We also review data by the subgroups of Free/Reduced/Special Ed and American Indian students.
- *What strategies are in place to support this goal area?*
- During the 2018-19 SY We are implementing a new collaboration effort called Mechatronics in partnership with Northwest Technical College. This year we also created an opportunity for our Junior/Senior students to take the ASVAB career readiness test. We have also revived the options for students to take PSEO courses at Bemidji State University.
- *How well are you implementing your strategies?*
These are relatively new endeavors but the current students participating are experiencing success.
- *How do you know whether it is or is not helping you make progress toward your goal?*
We anticipate that enrollment in these other educational options will increase.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>By SY 2019-2020, 85% of all Seniors who have been enrolled at Voyageurs for at least 3 years will graduate on time. The remaining 15% will graduate within 1 year.</i></p>	<p><i>90% of the Seniors who had been enrolled at Voyageurs for at least 3 years graduated on time in 2018. The remaining 15% will graduate within 1 year.</i></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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleated 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?*

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 one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleated 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.