

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0818-01 Verndale Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Paul Brownlow

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

(218) 445-5184

WBWF Contact Email

pbrownlow@verndaleschool.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

verndaleschool.org

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-20 school year.

This meeting was not held due to the pandemic.

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Paul Brownlow

Role in District

Superintendent and Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Arick Follingstad

Role in District

K-12 Principal and Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kristin Johnson

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jennifer Veronen

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Scott Veronen

Role in District

School Board

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Chris Youngbauer

Role in District

School Board and Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sara Schwanke

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Zoe Schwanke

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Cheryl Hahn

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Brian Hartwig

Role in District

Teacher and Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Stephanie Brownlow

Role in District

Teacher and Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Tahna Rurup

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mary Gronlund

Role in District

Support Staff

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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.

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?

(200 word limit)

Verndale School has been focused on becoming on High Reliability School at the first three levels of certification. Level 2 of the certification focuses on professional learning communities to ensure students receive high-quality instruction regardless of the classroom they are placed in at the beginning of the school year.

Beyond that, students are provided with strategic interventions at their level to assist with the learning progression in reading and math. Staff meet quarterly to review the data and arrange for these intervention groups.

A robust teacher development and evaluation program has been developed to support teachers in their professional growth. Frequent feedback and opportunities for growth are provided to help teachers improve in their craft.

Finally, a new teacher mentorship program is available to all teachers new to the school district. This program places the new teacher with a mentor that helps the new teacher navigate all the challenges from being new into our school. In our small school, new teachers can easily connect with their mentor to get any information or advice they need.

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?

(200 word limit)

The school district will provide a strong mentor and evaluation program, so teachers can growth in their professional practice. The district is working towards a valid and reliable assessment system that measures students knowledge on critical learning concepts. This practice will ensure students have access to highly-qualified teachers throughout their learning experience. The district is fortunate to have more than 95% of the teachers licensed in their field of expertise.

WBWF Requirement: WBWF 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.

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?

(200 word limit)

Verndale is in a rural setting that makes it quite difficult to acquire teachers from diverse backgrounds. The district has seen a steep decline in the number of candidates that apply for the various positions that are vacant in the school district. The district would need to hire 3 additional teachers to meet the diverse needs of our American Indian students and students of color.

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?

(200 word limit)

The district has worked hard to retain effective teachers. As noted earlier, the candidate pools have become much smaller over the past few years. In some instances, the district only receives 2-3 candidates for a vacant teaching position. Rural schools do not always have the luxury of large candidate pools to fit the various needs to district has to meet. The school has set this as a priority to help meet the standards set in level of of the HRS framework.

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 2019-20 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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

100% of the students who attend the Verndale School Readiness program will score at or above the target level in at least one of the following benchmarks - reaching letter sounds, letter naming, PRESS benchmarks as measured by the kindergarten priority assessment, or reaching academic and emotional benchmarks as measured by the kindergarten readiness rubric.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

24 of 28 (86%) students met this goal.

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The preschool and kindergarten teachers have identified the benchmarks that will determine kindergarten readiness. Several measurements and benchmarks are used to provide students will various opportunities to demonstrate readiness. The teachers meet throughout the year in PLCs to review data, develop strategies, and implement methods that will ensure all students are prepared to start kindergarten.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

80% of all third grade students will achieve grade level literacy by scoring at or above target level in at least one of the following benchmark measurements - demonstrate proficiency on the 3rd Grade MCA Reading assessment, demonstrate grade level literacy as measured by the AIMSweb benchmark assessment (CBM), or reading at a 3rd grade level as measured by the Fountas and Pinnell Guided Reading system.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The district uses various sources of data (AIMSweb, Fountas and Pinnell) and progress monitoring tools to help students meet the 3rd grade benchmark goal. Teachers meet in PLCs to develop intervention strategies to guarantee student learning and growth. A robust intervention system is in place to meet students at their various reading levels. Quarterly data meetings are held with teaching teams to review if intervention strategies are working for students, or if changes need to be made to instruction and programming.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

Reduce the achievement gap in reading and math for students qualifying for the free and reduced-price meal programs as measured by scoring at a proficient level on the MCA assessments.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The district uses MCA data to identify needs in this goal area. This data is disaggregated by student groups and includes all students. The school has a robust special education and intervention program to assist students with reading and math achievement. These strategies are measured for fidelity with quarterly data meetings. Regular progress monitoring is used to determine if the intervention strategies are having an impact on student learning and growth.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

100% of graduating seniors will demonstrate college or career readiness by meeting at least one of the following measures - earn a National Career Readiness Certificate (NCRC) from ACT at a Bronze level or higher, earn a Bridges certificate, or score at or above ACT College Readiness benchmark scores in English, mathematics, reading, and science.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The district uses various measures to determine if students are college and career ready. A career counselor is available to all 9th-12th grade students to assist them with college and career plans. Students are offered various opportunities to develop a pathway after high school. These opportunities include college courses in the school, college and career fairs, job shadows, and apprenticeships. The school district continually evaluates programs to make improvements. Current data suggests that the school district's strategies are working for a majority of the students.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

95% of the students graduate at the end of the 2019-2020 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

31 out of 32 (97%) seniors attending Verndale High School in 2019-2020 successfully graduated.

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The school district uses graduation data to identify needs in this goal area. Various strategies and methods are used to ensure students are on track for graduation. The academic advisor, school counselor, and principal work in collaboration to track student progress toward achieving this goal. As a small school, it is easier to ensure students do not fall through the cracks. Students who fall behind in credits are encouraged to attend the ALC for credit recovery. Current graduation trends demonstrate that the district is making progress and achieving its goal.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607370133_5fce85958c41e5.16375925&sg_navigate=start