

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

Report Instructions and Information

Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

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, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at jeanne.redfield@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

TRIO Wolf Creek Distance Learning Charter School

Grades Served

Please check all that apply:

Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Tracy Quarnstrom

WBWF Contact Title

Tracy Quarnstrom

WBWF Contact Phone Number

6512132017

WBWF Contact Email

tquarnstrom@wolfcreekhs.org

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

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

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.

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

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

<https://www.triowolfcreek.com/about-us/worlds-best-work-force/>

Provide the direct website hyperlink 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.

January 24, 2019

World's Best Workforce

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. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Tracy Quarnstrom	Director	
District Advisory Committee Member	Brenda Swanson	Dean of Students	
District Advisory Committee Member	Jolene Lauderbaugh	Promise Fellow	
District Advisory Committee Member	Shelli Matheson	Interventionist	
District Advisory Committee Member	Sandy Flint	Teacher	
District Advisory Committee Member	Meagan Rathbun	Teacher	
District Advisory Committee Member	Jennifer Lake	Community Member	
District Advisory Committee Member	Cindy Vobr	Parent	
District Advisory Committee Member	Chris Hanser	Parent	
District Advisory Committee Member	Joe Elling	Parent	
District Advisory Committee Member	Lindsay Miller	Counselor	
District Advisory Committee Member	Alicia Hanser	Student	
District Advisory Committee Member	Calista Hanser	Student	
District Advisory Committee Member	Martha Airhart	SPED Teacher	
District Advisory Committee Member	Sue Frame	Community member	
District Advisory Committee Member			

Equitable Access to Effective and Diverse Teachers

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)

It has been determined in accessing our data on-site and from MDE that our cell sizes are too small to determine a reliable gap. We believe this is reliable data. As part of our plan as an identified school for improvement, Wolf Creek is working alongside the Regional Centers on an implementation plan to increase overall success in performance. A primary focus of this plan is in the areas of curriculum development. During our current curriculum development process, teachers are remapping standards and implementing educational tools and strategies to best serve all populations of students with differentiated educational options online.

Regarding equity, Wolf Creek staff learn their students' stories through our Learning Manager model. Wolf Creek staff collects internal use data through our "At-risk Star" report to identify student ACES factors and teacher connections. This report is updated twice per year by each learning manager and data is reviewed by our team. For the 2018-2019 school years, Wolf Creek staff reported that 87% of students had one or more risk factors as designated in law. We use the at-risk statute to show that our students encounter adverse experiences that make school attendance and academic completion harder for them.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

Staff members meet with the charter school director at least once per quarter or four times per year to discuss growth goals and professional development goals. We are using the MDE Teacher Equity Overview to see how to attract a more diverse teaching staff and use data from around the state in rural areas that compare to ours in population or poverty levels and to see ways we can continue to attract diverse teachers and staff members at Wolf Creek. Staff have also engaged in several cultural competency trainings to learn awareness for welcoming staff and students alike who come from a diverse background. All teachers at Wolf Creek have at least three years of teaching experience and would be deemed experienced over inexperienced. As a small school some of our staff for elective areas are on an Innovative Program Waiver that is approved by PELSB. For our data pull we work as a team at least four times per year to gather needed data. Students self-report via essays and advisory lessons, as well as relationships with advisors for at-risk factors outside of a data pull.

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)

We believe that all Wolf Creek students should have access to experienced and effective teachers, working in their field. As a charter school we place a strong emphasis on developing effective PLCs and offering highly effective professional development opportunities to all staff members. This allows all staff members to grow into effective or more effective teaching professionals. We give incentives for additional licensure and master's degrees that many charter school entities are not able to do. We value longevity at Wolf Creek Charter School, as well as, experience in teaching in online settings in hiring of all staff members. We strongly believe that teaching effectively in an online setting has its own set of needed skills that we teach all staff members. We send teachers to national conferences such as iNACOL and the DLAC (Digital Learning Annual Conference) at an expense to the charter school. At this time based on our small cell sizes, we cannot identify gaps that can be discussed in ethnic groups. This year our Free and Reduced number, as well as published Special Ed numbers, were also too small to count so that will not be addressed here.

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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

Wolf Creek students are 95% white and our staff is 100% white. Our 5% student population of diversity is a small data pool under 10 students based on the demographics of our school locations. Racial/Ethnic groups represented in our student population are not reflected in our staff population however, the number of staff serving the school is very small, as is the representation of diverse student groups. We believe Wolf Creek's root cause for lack of diversity in staffing comes from the nature of our innovative program; it is difficult to attract applicants to a non-traditional method of teaching. Additionally, Wolf Creek's physical location and required campus attendance attracts a pool of candidates from a predominantly white region. Alongside these barriers, Wolf Creek is also experiencing the teacher shortage across Minnesota with a small pool of applicants for each open position. Wolf Creek prides itself on teacher retention and has little staff turnover, leaving few vacancies. As an online program, Wolf Creek continues to be innovative in staffing and is exploring options of teachers serving in an online only role to draw from a larger candidate pool rather than the immediate area.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

The teacher shortage that is being experienced in all of Minnesota is a contributing factor as well as the rural nature of our school setting. Also being a charter school does not allow us to solicit the highest candidates due to the poor perceived reputation of some charter schools in our area. We are working hard to combat all of these issues as we know our students will only benefit from having high quality effective teachers of color and American Indian teachers within our school. Our equity employment policies and all hiring practices continue to strongly support the hiring of a more diverse teaching staff now and in the future.

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)

Wolf Creek has expanded our advertisements for all teaching positions beyond Ed Post and the MN Association of Charter Schools website to include other entities that we even need to pay for such as Indeed.com. We will continue to advertise on a national level to find the highest quality and most diverse workforce we can for Wolf Creek.

We have a goal to find and sustain more diverse teachers within the school over the next five years.

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.

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?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The proficiency gap between the non-free and reduced-price lunch (non-FRP) and the free and reduced-price lunch (FRP) students in grade 10 at TRIO Wolf Creek on all state reading accountability tests will decrease from a 3 year average 23.92% in 2015 to 2017 to 15.0% 3 year average in 2019 to 2021 by increasing the percent proficient of the groups as follows: a) non-FRP students from 46.86% in 2015 to 2017 average to 60.0% in 2019 to 2021 average b) FRP students from 38.89% in 2015 to 2017 average to 45.0% in 2019 to 2021 average.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

There was no gap between its free and reduced lunch population and its non-free and reduced population on the 10th Grade MCA III Reading test in 2016-2017 and for 2017-2018 our numbers are too small to count. No data for 2017-2018 based on small cell sizes. That is why we are using a multi year goal to see patterns across larger numbers of students

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

The data shows that we need to use standardized testing data such as MCA tests, given in high school grades to compare groups of students, such as those receiving Educational Benefits and our student not receiving Educational Benefits.

Wolf Creek staff have many strategies in place to support our goal. All students are given opportunities to earn credits in coursework that is aligned to graduation standards. Some students are identified as needing additional support through our system of interventions such as ADSIS, Child Find, Promise Fellow supports. In addition to coursework, all students work on test-taking strategies and other opportunities in the spring of each year.

All strategies are being evaluated and refined using fidelity measures to ensure implementation processes are reliable.

We know it is helping we make progress toward our goals because in a data trajectory line Wolf Creek MCA scores are increasing across all student groups if you take into account the small group factors that can influence data trends.

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 2018-19 school year.

During the 2018-2019 school years at least 75% of Wolf Creek students will pass their advisory course that is based on the "Ramp Up to Readiness" curriculum options.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

75% of Wolf Creek students passed their Advisory class based on the Ramp Up to Readiness Curriculum in the 2018-2019 school year.

Goal Status

Check one of the following:

Goal Met (one 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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

The Ramp-Up to Readiness curriculum was added to Wolf Creek's Advisory curriculum in the 2017-2018 school year. AT this time. our student groups are too small to analyze data. Wolf Creek implemented a new advisor model by grade to communicate college and career goals with students.

Data utilized included completion rates for all students; as all students are enrolled in the advisory course. We study each year of students in completion rates as we want to ensure that freshman are receiving needed post-secondary information early in their high school careers.

Strategies are working well since we were able to meet our goal once again this year - our previous goal saw a 5% increase this year. We will continue to thrive for higher completion rates in this important Advisory course.

Success will be indicated by students self reporting and MEARS will concur that more students are leaving Wolf Creek with a post-secondary plan. More students are acquiring skills to enter colleges, programs, and careers with the ultimate goal of having their own success in life.

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 2018-19 school year.

By the 2020-2021 school year, Wolf Creek will increase the three year average graduation rate from 36% (average of 2015-2016-2017) to 46% (2019-2020-2021)

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Our data shows an increase from 43% out of a small graduation size of 49 graduates for the 2018-2019 school year. The previous year data shows a grad rate of 36% for a graduation size of 42 graduates. With our small numbers we are increasing our graduation rates over a multi year 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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

We are using MDE data for the 2016-2017 school year due to the lag in receiving graduation data. We are not able to identify student groups due to low numbers in the area of Special Education. Educational Benefits data is the only group we are able to analyze and show that we are making gains in the area of graduation, but we see fluctuations from 33-51%. Wolf Creek has a small group of graduates each year who have an at-risk background that makes these fluctuations inevitable. We are going to start using a multi-year goal to see patterns and trends that will help us in better understanding these fluctuations in data numbers.

Our three year average is 46% overall and we will continue to find ways to increase this for all students we serve. We are implementing a variety of research-based interventions to support all students in earning a high school diploma. Interventions include: Curriculum Options, ADSIS supports, Math Title 1 support, Mental Health supports on campus, increased campus time, and licensed guidance counselor on campus. Through our graduation data and student/parent feedback, we can see that the interventions are working.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 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, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report//?snc=1575572729_5de954f982eea2.06074396&sg_navigate=start