



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

**District or Charter Name:** Northwest Passage High School #4049

**Grades Served:** 9-12

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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](mailto: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](mailto: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](mailto: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.

➤ *Nwphs.org*

➤ *N/A*

### 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.

➤ *October 16, 2018*

### 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)
Peter Wieczorek	Director	
Jason Olson	Staff Member/Board Member	
Lisa Heille	Community Member	
Jenny Braun	Staff Member	
Debby Theisen	Parent	

## 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*

- *All regular education and special education staff and administration meet monthly to review student data including credit progress, attendance, and engagement.*
- *Northwest Passage H.S. has a very small sample size of students of color and American Indian students based on the current enrollment (approx. 160 students), however students of color with a few exceptions are doing as well or better than their peers. NWPHS uses an advisory model with 16 or fewer students in multi-age groups. Advisors are able to provide individualized support to all students.*
- *Achievement gaps in all categories have been contributed primarily to unsuccessful school experiences at the student's prior high school and to attendance issues.*
- *The majority of the licenses staff at NWPHS have been employed for an average of eight years and the remainder have additional teaching experience prior to NWPHS. Students are assigned to the same advisor for their time at NWPHS so that the teacher knows the student and their family for an extend time period. Additionally, students have access to all other teaching staff on a daily basis.*

➤ *Access to Diverse Teachers*

- *As with all school in Minnesota it has been difficult to find teachers who reflect the diversity of all of our students. Additionally, NWPHS has very little staff turnover so we have not had the opportunity to select diverse staff members.*
- *We have worked to find diversity in our paraprofessional/support staffing with some success in this area.*

## 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 type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>Not Applicable – NWPHS serves 9-12 grade students.</i>	.	Check <b>one</b> of the following:  <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met  <input checked="" type="checkbox"/> District/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 <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>Not Applicable – NWPHS serves students in grades 9-12</i>		<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></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?*
- *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 checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The school focused on two value-added academic goals for the year. By using Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), we were able to tell what effect instruction had on students' math and reading skills.</p> <p>1. <b>Student Performance Goal:</b> 60% of students enrolled for the entire year will improve their NWEA MAP assessment in Math.</p> <p>2. <b>Student Performance Goal:</b> 60% of students enrolled for the entire year will improve their NWEA MAP assessment in Reading.</p> <p><b>Data Collection:</b></p> <p>NWEA MAP testing was conducted in the fall of 2017, winter of 2018 and spring of 2018. Students included in this data set were students who started on September 5, 2017 and were still enrolled on June 1, of 2018. Any student enrolled was given the NWEA test, but for the purposes of measuring improvement, only students enrolled the entire year were analyzed.</p>	<p>Percent of student population whose Math NWEA MAP RIT score improved over two valid test sessions:</p> <p>White: 71%</p> <p>Black / African American: 63%</p> <p>Range of Difference: 8%</p> <p>Special Education: 70%</p> <p>General Education: 67%</p> <p>Range of difference: -3%</p> <p>Percent of student population whose Reading NWEA MAP RIT score improved over two valid test sessions:</p> <p>White: 67%</p> <p>Black / African American: 63%</p> <p>Range of difference: 4%</p> <p>Special Education: 76%</p> <p>General Education: 62%</p> <p>Range of difference: -14%</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *Northwest Passage H.S. uses NWEA MAP RIT Scores. NWEA MAP testing was conducted in the fall of 2017, winter of 2018 and spring of 2018. Students included in this data set were students who started on September 5, 2017 and were still enrolled on June 1 of 2018. Data is disaggregated by all applicable groupings including special education.*
- *Staff meet monthly to discuss student progress and identify ways to support students. Students participate in daily reading for 45 minutes and daily math for 45 minutes. Students who are identified in either math or reading are provided with additional individual or small group assistance.*
- *For students who are continuously enrolled at NWPHS we are seeing progress in all categories, however, because many students are enrolling 2-3 or more grade levels below in both math and reading their progress may not always be to their current grade level.*
- *We continually monitor student progress both through administering the NWEA three times a year and by having advisors working closely with student and families.*



## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>All NWPHS graduates will have a college and career readiness plan. The planning will begin in 9th grade. Each grade cohort will be assigned three-four advisees who will meet with the cohort once a month to plan and discuss post secondary options.</i></p> <p><i>Events will be planned throughout the year to help students and parents make wise decisions, including college fairs, FAFSA seminars, and P.S.E.O. information.</i></p> <p><i>Additionally, all 11th grade students will complete a Life Skills course and all 12th graders will participate in a Senior Seminar.</i></p> <p><i>Cohorts: Students participate in grade level Cohorts for 90 minutes once a month. Cohorts focus on grade specific content designed to help students be successful during high school and with postsecondary pursuits. 9th graders focus on study skills, career inventories and portfolio development. 10th graders worked on lifestyle choices, multiple intelligence surveys, and career panels. 11th grade investigates postsecondary pursuits such as college tours and applications, career panels and college applications. 12th is spent on senior transition plan and portfolio completion.</i></p>	<p>100% of 2018 NWPHS graduates had a completed career and college readiness plan integrated into the Senior Portfolio.</p> <p>100% students currently enrolled at NWPHS have an in progress career and college readiness plan in the portfolio.</p> <p>Cohort groups meet each month during the 2017-18 school year.</p>	<p><b>Check one of the following:</b></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *All students participate in monthly grade specific cohorts designed to provide students with the tools necessary for post-secondary success.*
- *All students create a digital portfolio.*
- *100% of graduating seniors create a senior transition plan.*
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## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Based on the reality that NWPHS serves an at risk population in which on average 70% of our students enroll during their junior, senior or after their cohort has already graduated it has been established that 75% of enrolled seniors will graduate on their cohort graduation timeline.</p> <p>Northwest Passage is also in the process of establishing five, six and seven year graduation rates.</p>	<p><i>58% of eligible seniors from the class of 2018 graduated.</i></p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Bulleted narrative is appreciated. 200-word limit.*

- The majority (70%+) of the students enrolled at NWPHS are behind in credits and have been to at least one other school prior to enrollment, many of them have been to multiple schools prior to getting to NWPHS.*
- NWPHS staff and board are in the process of establishing five, six and seven year graduation rates.*

## 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 <b>one</b> 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?*

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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*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.