



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

District or Charter Name: Browns Valley School

Grades Served: PreK-Grade 8

WBWF Contact: Brenda Reed

A and I Contact: N/A

Title: Superintendent

Title: N/A

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Email: N/A

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

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

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. www.brownsvalley.k12.mn.us

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 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.
- Provide the direct website link 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.

September 17, 2019 WBWF Public 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.

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. 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)
Brenda Reed	Superintendent	
Denise Pikarski	Principal	
Dori Minder	Staff Development Coordinator Grade 1	
Carmen Hills	Technology Coordinator & Grade 3	
Katharine Hannasch	Language Arts Middle School Teacher	
Sarah McKinley	Counselor	
Krystina Raw	Math & Reading Middle School Teacher	
Becky Nodsle	Special Education	
Chad Boothby	Paraprofessional	
Tosten Myrum	Student Representative	
Katie Shepherd	Student Representative	
Missy DeSpiegler	Parent	
Erica Fischer	American Indian Parent Advisory Committee Chair & Parent	
Edith Foren	Community Representative	
Laurie Appel	Community Representative	
Misty Fryer	Schoolboard Chairperson	

Equitable Access to Excellent and Diverse Educators

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.

Respond to the questions below. Limit response to 400 words.

- 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?
Data is reviewed in the Spring and during the year. Several assessments are analyzed, including MCAs, NWEA and Fastbridge. The Comprehensive School Improvement Leadership team completed a comprehensive needs assessment.
 - Who was included in conversations to review equitable access data?
The administration, Comprehensive School Improvement Leadership Team, school board personal, World’s Best Work Force and the American Indian Parent committees were included in conversations to review equitable access data.
 - What equitable access gaps has the district found?
Browns Valley is a small rural single section school district located close to the South Dakota border. 56.6% of the student population is American Indian. 69.93% of students receive free or reduced-

price meals. Browns Valley is considered a high-poverty district. 100% of the staff is white. 100% of Browns Valley's teachers are licensed with 25% having a master degree. Browns Valley School has single sections in elementary. The number of students per licensed staff is 8. (Minnesota Department of Education).

Years of Experience by teachers in the Browns Valley District

1-3 years 4 teachers

4-9 years 4 teachers

10-19 years 3 teachers

20-34 years 4 teachers

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

The pool of qualified applicants is exceptionally low/limited for all areas of teaching. It is always the intent of the district to hire qualified staff.

- *What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?*

Teacher Evaluation requires all probationary teachers receive 3 formal observations annually, while tenured teachers receive at least one formal observation annually.

Expand the current mentorship program to increase support for all teachers.

Provide Professional Development opportunities in the areas of American Indian History, Language and Culture.

- *What goal(s) do you have to reduce and eventually eliminate equitable access gaps?*

Currently the district is participating in the "Grow your Own" program. A paraprofessional is pursuing her special education license. The Sisseton Wahpeton Oyate College Dakota Language program has placed practicum students in the Browns Valley District.

The district actively seeks to hire licensed in-field teachers.

WBWF also 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. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
American Indian Students
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Browns Valley is seeking a Dakota Language/Culture teacher. In the last 2 years Browns Valley had two teaching openings in the elementary. The district received 5 applications.

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

The diversity pool of qualified applicants is extremely limited. To meet the needs of students, the district works diligently to hire the most qualified candidate representative of our student population.

For the 2018-2019 school year the district hired an American Indian coordinator to support the needs of students and families.

- 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?

Vacant positions are advertised in the tri-state area. Also calls/contacts are made with the Sisseton Wahpeton Oyate Indian Council and College. Openings are also posted in local newspapers, including the *Sota Iya Ye Yapi*, official newspaper and radio of the Sisseton-Wahpeton Oyate.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2018-19 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

Goal	Result	Goal Status																								
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>In the Spring of 2019, given high quality instruction and immediate intensive instruction, all students in Pre-kindergarten will be proficient in School Readiness skills as measured by the Individual Growth and Development Indicators.</p> <p>(Proficiency is near or on target in all areas. Students understand the skill or need more practice to meet or exceed target.)</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Reading IGDIs Assessment</p> <table border="1" data-bbox="586 562 1036 1245"> <thead> <tr> <th>Subtest</th> <th>Fall</th> <th>Spring</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>Picture Naming</td> <td>6%</td> <td>47%</td> <td>68%</td> </tr> <tr> <td>Letter Name</td> <td>39%</td> <td>79%</td> <td>100%</td> </tr> <tr> <td>Rhyming</td> <td>27%</td> <td>29%</td> <td>50%</td> </tr> <tr> <td>Alliteration</td> <td>13%</td> <td>53%</td> <td>71%</td> </tr> <tr> <td>Letter Sounds</td> <td>11%</td> <td>74%</td> <td>100%</td> </tr> </tbody> </table>	Subtest	Fall	Spring	Winter	Picture Naming	6%	47%	68%	Letter Name	39%	79%	100%	Rhyming	27%	29%	50%	Alliteration	13%	53%	71%	Letter Sounds	11%	74%	100%	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>
Subtest	Fall	Spring	Winter																							
Picture Naming	6%	47%	68%																							
Letter Name	39%	79%	100%																							
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Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
School Readiness Skills are measured by the Individual Growth and Development Indicators and observations three times a year. Data is disaggregated by American Indian, Free and Reduced, Special Education and White.
- What strategies are in place to support this goal area?

After Pre-K registration, parents are contacted by the teacher for a home visit prior to attending. The teacher meets with all parents to discuss the center based curriculum and expectations. During the home visits, parents have the opportunity to observe the teacher as she models strategies for reading aloud to their child, and how to make learning fun through play. A packet of information is left with each family, as well as a book for each child. Parents are also encouraged to attend our ECFE classes with their children.

Browns Valley School is committed to helping children have a successful start in school. Browns Valley School's Pre-K program is designed to give children the opportunity to develop skills they will need to be successful in kindergarten and beyond. Children attend class all day every day and are also eligible for before and after school programs. Children explore learning centers, engage in theme based activities, work

on social skills, and build motor skills. A Lending Library provides families with backpacks full of books, puzzles, games and activities aligning with the classroom themes.

For students whose data indicates that they are not making the rate of progress necessary with just the classroom instruction, additional support may be necessary. This additional support is provided **in addition to, not in place of** the Tier 1 Core Instruction. Students will be placed in intervention programs based on assessment data and student’s response to instruction.

- How well are you implementing your strategies?
Strategies are implemented through Lesson plans and curriculum maps which follow a center based curriculum.
- How do you know whether it is or is not helping you make progress toward your goal?
Data is recorded through progress monitoring. Meetings are held to discuss progress of children entering first grade. Included at this meeting may be: kindergarten, preschool, and Title I Lead Teachers, Paraprofessionals, Special Education Teacher, Title VI tutor and administration. Programming recommendations are discussed at this time.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Given high quality initial instruction and immediate intensive instruction, all students in Grades 3 will maintain their proficiency in reading from 42.9% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 67.7% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>On the MCA III reading assessment, Browns Valley 3rd graders had an overall proficiency of 60%, a 17.1% increase from prior years’ third graders.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
The following data is used to identify needs: Star Reading (Fall, Spring), Accelerated Reading (Fall, Spring), NWEA (Fall, Winter, Spring), Minnesota Comprehensive Assessments (Spring), Fast –Fluency (Fall, Winter, Spring) and Attendance.
Data is disaggregated by American Indian, White, Special Education and Free and Reduced groups.

- What strategies are in place to support this goal area?
 - Whole group instruction** – Whole-class instruction is often used to introduce new materials and strategies to the entire class. Teachers find that working with the whole class to introduce new concepts builds common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.
 - Small group instruction** – Teachers use small, flexible groups to target specific skill needs and provide opportunities for working with students who have common needs, for either reinforcement or enrichment. Smaller group sized allow children more practice and response opportunities as well as immediate and directed feedback from the teacher.
 - Peer Pairing and Tutoring** – Teachers intentionally train students to effectively work with each other to enhance their learning in reading. This is especially beneficial for students who benefit from working in pairs rather than large groups or individually. Peer Assisted Learning Strategies (PALS) are used to support reading growth and development in our classrooms.
 - Intensive Interventions Tier 2 & 3 students
 - Language Essentials for Teachers of Reading and Spelling (LETRS) Training
 - Alternative Delivery of Specialized Instructional Services (ADSIS) support
 - Reading Interventionist Grades K-6
- How well are you implementing your strategies?

The above strategies are implanted daily and on-going. Students in Tier 2 and 3 receive interventions daily.
- How do you know whether it is or is not helping you make progress toward your goal?

Data is tracked and reviewed at monthly School Improvement meetings, World's Best Workforce quarterly meetings and Professional Development data training.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Given high quality initial instruction and immediate intensive instruction, American Indian students in <u>Grades 3 and 4</u> will maintain their proficiency in reading from 10.5% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 35.3% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p> <p>Given high quality initial instruction and immediate intensive instruction, free/reduced priced lunch students in <u>Grades 3 and 4</u> will maintain their proficiency in reading from 16.7% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 40.2% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p> <p>Given high quality initial instruction and immediate intensive instruction, American Indian students in <u>Grades 3 and 4</u> will maintain their proficiency in math from 10.5% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 28.7% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p> <p>Given high quality initial instruction and immediate</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>On the 2019 MCA III Reading Assessment, American Indians students in grades 3 & 4 had an overall proficiency of 33.3%.</i></p> <p>On the 2019 MCA III Reading Assessment, free/reduced price lunch students in grades 3 & 4 had an overall proficiency of 41.2%.</p> <p>On the 2019 MCA III Math Assessment, American Indians students in grades 3 & 4 had an overall proficiency of 33.3%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p> </p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p> </p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p> </p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p>

<p>intensive instruction, free/reduced priced lunch students in <u>Grades 3 and 4</u> will maintain their proficiency in math from 25% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 36% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p> <p>Given high quality initial instruction and immediate intensive instruction, American Indian students in <u>Grades 5-8</u> will maintain their proficiency in reading from 30.6 % proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 35.3% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p> <p>Given high quality initial instruction and immediate intensive instruction, free/reduced priced lunch students in <u>Grades 5-8</u> will maintain their proficiency in reading from 25% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 40.2% in 2019 as measured by the Minnesota Comprehensive Assessment Series.</p> <p>Given high quality initial instruction and immediate intensive instruction, American Indian students in <u>Grades 5-8</u> will maintain their proficiency in math from 27.8% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 28.7% in 2019 as measured by the Minnesota Comprehensive</p>	<p>On the 2019 MCA III Math Assessment, free/reduced price lunch students in grades 3 & 4 had an overall proficiency of 47.1%.</p> <p>On the 2019 MCA III Reading Assessment, American Indians students in grades 5-8 had an overall proficiency of 16.2%.</p> <p>On the 2019 MCA III Reading Assessment, free/reduced price lunch students in grades 5-8 had an overall proficiency of 20.8%.</p> <p>On the 2019 MCA III Math Assessment, American Indians students in grades 5-8 had an overall proficiency of 21.6%.</p>	<p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p> <p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p> <p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p>
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<p>Assessment Series.</p> <p>Given high quality initial instruction and immediate intensive instruction, free/reduced priced lunch students in <u>Grades 5-8</u> will maintain their proficiency in math from 27.8% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 36% in 2019 as measured by the Minnesota Comprehensive Assessment Series</p>	<p>On the 2019 MCA III Math Assessment, free/reduced price lunch students in grades 5-8 had an overall proficiency of 25%.</p>	<p><u>X</u> Goal Not Met (one year goal)</p>
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Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The following data is used to identify needs: Star Reading (Fall, Spring), Accelerated Reading (Fall, Spring), NWEA (Fall, Winter, Spring), Minnesota Comprehensive Assessments (Spring), Fast –Fluency (Fall, Winter, Spring) and attendance.

Data is disaggregated by American Indian, White, Special Education and free and reduced groups.

- What strategies are in place to support this goal area?
A Title VI tutor and Indian Education coordinator support the educational needs of the American Indian students.
Alternative Delivery of Specialized Instructional Services (ADSIS) support (K-8)
Reading Interventionist Grades K-6
Students work on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency and comprehension.
After school students attend Homework help to receive help in core subjects.
- How well are you implementing your strategies?
Interventions are provided in small groups and or individually for reading and math.
- How do you know whether it is or is not helping you make progress toward your goal?
Data is tracked and reviewed at monthly School Improvement meetings, World’s Best Workforce quarterly meetings and Professional Development data trainings.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>During the 2018-19 school year, all 8th grade students will complete Jr.—Middle—Level Career Information System activities, including: Career Cluster Survey, IDEAS Interest Assessment, Occupation Content, Electronic Portfolio and Career Planning.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>*(Browns Valley serves students in grades Pre-K – Grade 8.)</i></p> <p><i>All 8th grade students (9/9) completed the Jr. Middle – Level Career Information System.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Students are introduced to Level Career System activities during mid-year. The data is disaggregated by interests.
- What strategies are in place to support this goal area?

Interventions are used for students with needs (reading fluency, comprehension)

Tours of local tribal colleges, Universities, Technical

Attend job fairs
- How well are you implementing your strategies?

In Spring students attended the Sisseton Wahpeton Tribal job fair and universities in Fargo, ND Moorhead and Morris MN.
- How do you know whether it is or is not helping you make progress toward your goal?

All students In 8th grade participated in touring campuses and attending the local job fair.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Given high quality instruction and immediate intensive instruction, all students in Grade 8 will obtain a proficiency rating of meets or exceeds as measured by the Math Minnesota Comprehensive Assessments. (Students proficient on the MCA Math assessment is an indication of continued success through high school.)</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>On the 2019 MCA III Math assessment, Browns Valley 8th graders had an overall proficiency of 30%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Browns Valley School District serves students in grades Pre-K- Grade 8. *The Minnesota Comprehensive Math Assessment* is used to identify needs in this goal area. (Students proficient on the MCA Math assessment is an indication of continued success through high school.)

Data is disaggregated by American Indian, White, Special Education and free and reduced groups.

- What strategies are in place to support this goal area?

Students identified as “at risk” are monitored weekly through the Middle School Teachers’ Common Planning Time and Response to Academic Performance (RAP). Teachers report on students’ behavior, attendance and academic status. Students who are failing or close to failing are placed in programs that offer academic support, including:

1. Homework Help
2. Targeted Services
3. Title VI tutoring
4. ADSIS

- How well are you implementing your strategies?

Data is tracked and reviewed at monthly School Improvement meetings, World’s Best Workforce quarterly meetings and Professional Development data trainings.

- How do you know whether it is or is not helping you make progress toward your goal?
After 8th grade, students transfer mainly to Sisseton and Wilmot, South Dakota. Browns Valley is not provided with graduation rates from these schools