



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

**District or Charter Name:** Paynesville Area Schools – ISD 741

**Grades Served:** Pre-K - 12

WBWF Contact: Matt Bullard  
Title: Superintendent of Schools  
Phone: 320- 243- 3410 ext. 1000  
Email: mbullard@isd741.org

A and I Contact: Matt Bullard  
Title: Superintendent of Schools  
Phone: 320- 243- 3410 ext. 1000  
Email: mbullard@isd741.org

**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.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](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.

- *WBWF Annual Report link:*  
<http://www.paynesvilleschools.com/DistrictWide/WorldsBestWorkForceAnnualReport/tabid/180/Default.aspx>
- *Provide the direct website link to the A&I materials.*  
<http://www.paynesvilleschools.com/LinkClick.aspx?fileticket=WwQT8YXdi5o%3d&portalid=0>

### 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.

- *November 14, 2018 @ 5:30 p.m. in the MS Media Center*

### 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)
Robert Huot	Superintendent of Schools	X
Bruce Vanderpool	School Board Member	
Lew Storkamp	School Board Member	
Cheryl Veldkamp	School Board member	
David Oehrlein	Elementary Principal	X
Dawn Knoll	Secondary Teacher	
Alycia Long	Secondary Teacher	
Amy Eisenbraun	Elementary Teacher	
Amy Spanier	Parent	
Amy Carlson	Parent	
Betty Monson	Community Member	
Maggie Utsch	Parent	
Stephanie Eisenbraun	Student	
Paige Welling	Student	
Matthew Utsch	Student	

## 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.

- Our administrative team is responsible for reviewing the qualifications of our certified staff. This is an ongoing process that focuses on the placement of experienced, qualified teachers assigned to teach within their area of expertise.
- Currently, our certified staff of 74 teachers has only 6 non-tenured teachers and all teachers are teaching within their area(s) of licensure.
- We use the iObservation Teacher evaluation process that includes both formal observation by administrators as well as peer observations to assist teachers develop as stronger instructors.
- Our student population is not very diverse and neither is our faculty or staff. We are part of the Lake Wobegan Collaborative in our Achievement and Integration Plan to provide opportunities to meet our need for diversity.
- Our teachers are involve in active PLC's that include professional development opportunities to increase our quality of instruction and provide training in areas of to assist with our divers population of students both racially and economically.

## 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 checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of students entering Kindergarten for the 2017-18 school year that are screened for kindergarten readiness during Kindergarten Round-Up will increase to 83% or higher. The main indicators that will be evaluated in Kindergarten Round-Up will be: Self-Concept, Emotional Development, Cognitive Development, Physical and Motor Development, Fine Motor Development, Language and Literacy Development, Creativity and the Arts Development, Approaches to Learning, and Social Development as determined by the Round-Up Activities used in Kindergarten Round-Up.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>The percentage of students entering Kindergarten for the 2017-18 school year that were screened for kindergarten readiness during Kindergarten Round-Up was 88.2% (45 of 51 students were screened).</i></p>	<p><i>Check <b>one</b> of the following:</i></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> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- *Pre-school screening data as well as progress data from our preschool programs are used to determine kindergarten readiness. There are specific questions regarding student participation in pre-kindergarten programs – either through the school or private providers.*
- *The information/data is shared between our faculty and parents to assist with the correct placement for our students and early identification of areas for concern.*
- *Our pre-school program includes formal instruction for 3 and 4 year olds. Since implementing our pre-school program, students with special needs have been identified accurately and have our students ready for kindergarten.*

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Third grade student proficiency scores on the MCA III Reading Test will increase from 75.0% proficiency in 2016-17 to 77.0% in the 2017-18 school year through the use of periodic assessment and benchmarking using STAR 360 to identify individual strengths and weaknesses and adjust instruction accordingly.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Our actual results showed a drop in our 3rd grade Reading proficiency rate from 75.0% in 2016-17 to 60.3% proficiency in 2017-18.</p>	<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 checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- *The data used in the evaluation includes MCA/MTAS data as well as STAR 360 and AIMSweb data. The advantage of using all of these data sources allow for progress monitoring and identification of areas of need through out the school year. The data is disaggregated into several student groups identified to determine that we are meeting the needs of all of our students.*
- *Our reading curriculum and instruction is used in conjunction with numerous opportunities to identify students that are in need – Reading Corps and Title I services.*
- *Our strategies are resulting in strong student performance in all areas used to collect data as well as students reading for instruction and enjoyment.*

## 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><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Reduce the achievement gap between our Special Education student and our Non-Special Education students in both Reading and Math by 2.0% by increasing proficiency rates in both groups through the use of periodic assessments, benchmarking and the implementation of targeted services.</p> <p>Reduce the achievement gap between our Free and Reduced Lunch Students by 2.0% in both Reading and Math by increasing the proficiency rates in both groups through the use of periodic assessments, benchmarking and the implementation of targeted services.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Our actual results did not close the achievement gap between our identified groups (SpEd and Free/Reduced Priced Lunch populations).</p> <p>In 2016-17, our population of all students had a proficiency rate of 66.1% in Math and a 66.5% in Reading. SpEd students had proficiency rate of 40.9% in Math and 33.3% in Reading. FRP students had a proficiency rate of 54.4% in Math and 52.6% in Reading.</p> <p>Our gap was 25.2% in Math between All Students and SpEd. and 33.2% in Reading.</p> <p>Our gap was 11.7% in Math between All Students and FRP and 13.9% in Reading.</p> <p>In 2017-18, our population of all students had a proficiency rate of 65.9% in Math and a 63.6% in Reading. SpEd students had proficiency rate of 35.9% in Math and 31.3% in Reading. FRP students had a proficiency rate of 53.9% in Math and 50.3% in Reading.</p> <p>Our gap was 30.0% in Math between All Students and SpEd. and 34.6% in Reading.</p> <p>Our gap was 12.0% in Math between All Students and FRP and 13.6% in Reading.</p> <p><i>*Our overall proficiency rate dropped in both Math and Reading and our gaps either increased slightly or remained the same.</i></p>	<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 checked="" type="checkbox"/> Goal Not Met</p>



- *MCA proficiency data is used to evaluate this area. Our student data is disaggregated into the two main student groups where we have achievement gaps – FRP and Special Education students the two groups where we have gaps.*
- *Grade level meetings/SAT meetings are held monthly to help identify students that are struggling and in need of interventions so that we can meet individual student needs.*
- *The use of support services in Reading and Math are available for students that are identified. Classroom teachers are using intervention techniques to assist students that are struggling.*
- *Struggling students as well as Special Education students are being identified earlier and progress monitoring is in place to see if student performance is improving throughout the school year. This is resulting in better student achievement.*



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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Our students will have periodic measures to insure that they are on track for Career and College-Ready by Graduation. Our measurements will be taken in 8<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade.</p> <p>Our 8<sup>th</sup> grade students will show an increase in proficiency score on the MCA III Math test from 63.1% (2016-17) to 70.0% (2017-18).</p> <p>All our students were given the ASVAB in 10<sup>th</sup> grade for the in both 2015-16 and 2016-17. This gives both subject area scores in the areas of Arithmetic Reasoning, Mathematics Knowledge, Paragraph Comprehension and Word Knowledge.</p> <p>Our 11<sup>th</sup> grade students will show an increase 2.0% in the benchmark areas of English, Math, Reading and Science on the ACT.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Our students will have periodic measures to insure that they are on track for Career and College-Ready by Graduation. Our measurements will be taken in 8<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade.</p> <p>Our 8<sup>th</sup> grade students will show an increase in proficiency score on the MCA III Math test from 63.1% (2016-17) to 72.4% (2017-18).</p> <p>All our students were given the ASVAB in 10<sup>th</sup> grade for the in both 2015-16, 2016-17 and 2017-18. This gives both subject area scores in the areas of Arithmetic Reasoning, Mathematics Knowledge, Paragraph Comprehension and Word Knowledge. There is not a summary report that is given for the school but the students are given their results that will show their career aptitude based on the answers to the survey questions in the ASVAB.</p> <p>Our 11<sup>th</sup> graders taking the ACT are evaluated in the area of College Readiness in the core subjects of English (18), Math (22), Reading (22), and Science (23). In 2016-17, the percentage of 11<sup>th</sup> graders that achieved these scores were English 64.6%, Math 44.6%, Reading 33.8% and Science 27.6% (percentage of students meeting all 4 was 13.8%).</p> <p>In 2017-18, the percentage of 11<sup>th</sup> graders that achieved these scores were English 96.7%, Math 80.3%, Reading 83.6% and Science 78.6% (percentage of students meeting all 4 was 45.9%).</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input 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>

- *MCA data, ASVAB and ACT results provide indicators of career and college readiness. SLEDS information is also beginning to be used to track our students beyond graduation. Student data is disaggregated into various groups – college bound and career bound and other significant groups.*
- *Our focus is to provide meaningful opportunities for all students through the development of our CTE program, career focused classes and college credit classes. Students will have the opportunity to be prepared for the world after high school because of the opportunities provided in all areas.*
- *Our implementation is in moving forward with a collaborative effort between the school and our community in efforts to provide real world applications for our students through courses and work opportunities.*
- *Our students are able to experience a variety of curriculum offerings to meet the needs of career and college readiness.*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Paynesville Area High School will maintain their 4-year high school graduation rate from 98.3% in 2016 to a similar 4 year graduation rate in 2017. This remains above the state goal of 90% 4-year high school graduation rate.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Paynesville Area High School's 4 year graduation rate for 2017 was at 97.3%. This is very close to the 2016 4- year graduation rate of 98.3%. The slight decrease can be attributed to our class sizes at less than 100 students so even 1 or 2 students that do not graduate have a large impact on our graduation percentage rates.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- Four- year graduation rate as reported to MDE. Data is disaggregated into student groups based on gender, FRP and Special Education.
- Our focus is to provide students with meaningful opportunities to meet the graduation requirements of the state and ISD 741. Students progress toward graduation is monitored throughout their school career and plans are created based on need if there is a gap.
- Our students graduate at a very high rate and then move forward as contributing members of society. Our smaller student population means that if there is 1 or 2 students that do not graduate on time there would be a significant change in our percentage of graduates.
- Our graduation rate speaks to the success of our strategies. A focus now is going to be collecting information related to post- graduation activity.

## 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?
<p><i>Provide the SMART goal statement here.</i></p> <p>The reading proficiency gap between FRP and non-FRP students as measured by the Minnesota Comprehensive Assessments will decrease as the proficiency of all students increases as follows (2016 MCA Reading Data District Wide: 66.3% and FRP 54.8%): (a) The proficiency of all students will increase annually by a minimum of 2%. (b) The proficiency of non-FRP students will increase annually by a minimum of 2%. (c) The proficiency of FRP students will increase annually by a minimum of 3%.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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>Initial baseline proficiency rates 2015-16            Non-FRP Students = 66.2%            FRP Students = 54.6%</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>2017-18:            Non-FRP Students = 63.6%            FRP Students = 50.3%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input checked="" type="checkbox"/> <i>Not on Track</i></p>

- *The data used in the evaluation includes MCA/MTAS data as well as STAR 360 and AIMSWeb data. The advantage of using all of these data sources allow for progress monitoring and identification of areas of need throughout the school year. The data is disaggregated into groups based on gender and FRP to determine if our targeted group of students is being met.*
- *Our reading curriculum and instruction is used in conjunction with the Summer Theater Program to provide students with opportunities to enhance their reading performance,*
- *Our strategies are resulting in strong student performance in all areas used to collect data as well as students reading for instruction ,performance, and enjoyment.*

## 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>Paynesville Public Schools will increase racial and economic integration by cooperating with other schools in the Lake Wobegon Collaborative by increasing the number of student opportunities to learn in a racially and economically integrated environment from 2 to 4 by June 2020.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p>- Our students had the opportunity to participate in the Lake Wobegon Collaborative Elementary Theater Camp and the Lake Wobegon Collaborative Jazz Band Festival as two activities that were integrated both racially and economically.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>-Our students had the opportunity to participate in the activities that were listed in the baseline information as well as a STEM Summer Institute in Melrose that included integration both racially and economically.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

- *Participation rates in the programs that are offered, student academic performance in the classroom and on standardized test.*
- *Our school district has very little racial diversity but there is a great deal of economic diversity. As students have the opportunity to participate with a more diverse student population there will be an increase in cultural fluencies, understanding and interactions.*
- *The number of student participation has increased over the last year. Students want to be part of these programs not because it is part of the A & I Pan but because it increases their overall educational opportunities.*



**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.

## World's Best Workforce Reporting for ATPPS

A report on the implementation and effectiveness of the alternative teacher professional pay system (ATPPS) was made to the school board by June 15. Recommendations were also made by June 15.

- June 12, 2018 @ 6:00 in secondary Seminar Room

This report is included in the school board's world's best workforce annual report that is posted to the district website and included in the annual public meeting in a manner determined locally.

- Q-Comp Handbook Table of Contents and Working Document 2018-19 (available on school website)

## Q Comp Program Update Form for 2018-19

Due no later than: August 31, 2018

General Information: This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Q Comp program as outlined in Minnesota Statutes, section 122A.414, subdivision 3(a). The form will expand to fit your responses. Double-click on the yes/no check boxes to select it. Send the completed form and any related attachments via email to [Q Comp](#).

Note: There is no need to submit a program update form if no changes are being made to the approved Q Comp program.

District or Charter School Name: Paynesville Area Schools — ISD 741

Superintendent or Director: Matt Bullard • Phone:

320-243-3410 ext. 1000

● Email: mbullard@isd741.org

President of the Exclusive Representative of the Teachers: Mary Leyendecker

● Phone: 320-243-3761 ext. 1138

● Email: mleyndecker@isd741.org

Program Contact Person: Dawn Knoll

● Phone: 320-243-3761 ext. 1133

● Email: dmknoll@isd741.org

It is the district's responsibility to align any program changes with statutory requirements. To assist with this process, a Q Comp Requirements and Guiding Principles document is available on the Q Comp web page under the Implementation section.

Please address all items related to the component(s) that are being changed and attach any additional information and related materials. Ensure that when designing program changes the fiscal implications of the change are thoroughly considered so that funds are available to cover related costs. MDE staff will review the provided information and contact the district/charter school if further clarification is needed.

## Core Component: Career Advancement Options

Describe the changes to the teacher leader model to be implemented next year:

- There will be 3 additional Instructional Coaching leadership positions added to our Career Advancement Options. The 3 main areas of focus for these Instructional Coaches will be a PBIS Coach, Reading Specialist and Reading Corps positions.

Does this change have a fiscal impact on the program budget?      Yes      No

If yes, has the budget been adjusted to support this change?    Yes [2 No

## Core Component: Job-Embedded Professional Development

Describe the changes to the job-embedded professional development structure to be implemented next year:

- There has been a clarification of the makeup and role of the PLC's in the district. There will be greater focus on the application of teaching strategies and techniques to improve instruction for our students to better meet our student growth.

Does this change have a fiscal impact on the program budget? Yes No

If yes, has the budget been adjusted to support this change? C] Yes No

### Core Component: Teacher Evaluation

Describe the changes to the teacher evaluation program to be implemented next year:

- There are no changes to the teacher evaluation program used in the district. The emphasis for the domains of evaluation will be the only changes that will occur. Our district uses the iObservation Teacher Evaluation system.

Does this change have a fiscal impact on the program budget? C] Yes No

If yes, has the budget been adjusted to support this change? Yes No

### Core Component: Performance Pay and Reformed Salary Schedule

Describe the changes to performance pay or the reformed salary schedule to be implemented next year:

- There are no changes to our performance pay and reformed salary schedule.

Does this change have a fiscal impact on the program budget? Yes No

If yes, has the budget been adjusted to support this change? [2 Yes No

The undersigned hereby certifies on behalf of the district/charter school that all of the proposed changes meet statutory requirements.

Matt Bullard                      [Signature]                      8/27/18

Superintendent/Executive Director Name                      Signature                      Date

Mary Leyendecker                      Mary Leyendecker                      8-27-18

Local Union President Name\*                      Signature                      Date

\*Districts/Charter schools without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.