DEPARTMENT OF EDUCATION

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

District or Charter Name: Sauk Rapids-Rice Public Schools

Grades Served: Prekindergarten-12th Grade

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

<u>X</u>   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.

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.

- The district disseminates the report to stakeholders by sharing publicly where the information can be found on the district website as well as providing and overview and feedback at the public meeting
- https://www.isd47.org/academics-2/worlds-best-workforce-report
- https://www.isd47.org/academics-2/equity-integrationO

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-2020 school year.
    - October 23, 2019

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)
Aby Froiland	Principal	X
Lisa Loidolt	Board Member/Parent	
Tracy Morse	Board Member	
Amy Buttweiler	Parent	
Gina Rudolph	Parent/Teacher	
Kristina Tykwinski	Parent	
Lisa Smith	HS counselor	
Mike Rogers	Teacher	
Ryan Smith	Parent	
Sue Linn-Hasbrouck	Parent	
Sandra Coyle	Teacher	
Tracey Fiereck	Parent	
Jenny Bushman	Director of teaching and learning	X
Linda Snowberg	Achievement and Integration coordinator	X

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.

    o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
    o Who was included in conversations to review equitable access data?
    o What equitable access gaps has the district found?
    o What are the root causes contributing to your equitable access gaps?
    o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
    o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

District Response:

The Sauk Rapids-Rice Board of Education and administration recognize the importance of hiring the most qualified teachers and support staff to meet the needs of students. The District also recognizes the importance of identifying and actively recruiting candidates who represent and reflect students served across all buildings. Consequently, providing access to quality and diverse staff remains a priority for and focus of the Sauk Rapids-Rice School District.

It is the District's policy and practice to provide equal educational opportunity for all students, as evidenced through School Board Policy, as well as the District's vision and mission statements. All policies and information related to the District's believe statements, mission and vision are available on the

Each year, school administrators review staffing in terms of student needs (i.e. achievement, social

emotional, etc.), demographics served within each site, and the experience, skills and qualifications of staff. Transfer requests submitted by staff are also considered at this time. This process allows the District to examine and ensure, to the best of its ability, equitable teacher distribution and student success.

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?
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
  - 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?

District Response:
According to the MN Department of Education Data Center, 98.6% of staff identify as white and 86.2% of students identify as white. Three percent of students identify as Hispanic, 1.33% as Asian, 3.54% as black and 4.36% as two or more races. Currently less than 1% of licensed staff identify as teachers of color/American Indian, so there is still work to be done in hiring and retaining teachers of color/American Indian.

Root causes contributing to lack of student access to teachers of color and American Indian teachers include living outside the metro area and in close proximity to St. Cloud which is able to attract and hire more teachers of color because it more closely mirrors the population in St. Cloud.

The district recognizes that more needs to be to attract and hire additional teachers from diverse backgrounds. Strategies used to attract and retain staff of diverse backgrounds includes communicating and connecting with diverse employees and asking for recommendations, and attending job and education college fairs in the metro and locally. In addition, principals attend resume review sessions at St. Cloud State University to provide feedback and recruit as appropriate.

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.

X   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.

X   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
Math - Students in the Sauk Rapids-Rice School Readiness classes will "meet" their target goals in the areas of number concepts and operations, spatial relationships and shapes, patterns, and comparing and measuring. 90%.	Eighty-seven percent of students in the Sauk Rapids-Rice School Readiness classes met their target goals in the areas of number concepts and operations, spatial relationships, and shapes, patterns and comparing and measuring based on the TS Gold.	__ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __Goal Not Met (one-year goal) __ Met All (multiple goals) X Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten
Literacy - Students in the Sauk Rapids-Rice School Readiness & ECFE 4/5 year classes will identify at least 20 upper- and lowercase letters, 97% Students in the Sauk Rapids-Rice School Readiness	Eighty-seven point five percent of students in the Sauk Rapids-Rice School Readiness and ECFE 4/5 year old classes identified at least 20 upper and lowercase letters based on the TS Gold.	
ECFE 3- year-old classes will identify at least 8 upper- and lower-case letters, 97%.	One hundred percent of students in the 3-year-old classes identified at least 8 upper and lowercase letters.	

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?

- 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?

District Response for Goals:
- **This goal was measured by Teaching Strategies Gold and teacher observation. At this time, the data has not been disaggregated by student groups, but it is looked at by individual students.**
- **SRR Early Childhood spent the 2017-2018 school year building and implementing PLCs that were grounded in the four critical PLC question: What do we want our students to know and be able to do? How will we know they have learned it? How will we respond when they already know it? How will we respond when they don't? Much of the 2017-2018 and 2018-2019 school years were spent unpacking and mapping the ECIPS. In addition, teachers looked at how they would assess students.**
- **This work in ongoing and PLC teams will continue to focus on these questions**

The primary way teachers are checking their progress and monitoring instruction on these goals is through PLCs and continued work in implementing and monitoring the ECIPS with fidelity.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The District, will increase the number of third grade students that are able to demonstrate proficiency by at least 8% based on the 2019 Reading MCAs.	The district did not meet the goal of 8% increased proficiency based on the 2019 Reading MCAs but did grow from 48% proficient in 2018 to 53% proficient in 2019.	__ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3

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?
- 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?

District Response:
- **Summative data used to measure this goal was the Reading Minnesota Comprehensive Assessment. Formative data used to measure progress along the way included formative assessments, various measures in FastBridge and progress monitored/responded using a variety of interventions**
- **Data was looked at a student level, but an area of growth for the district is to have data teams look at and respond to this data by student group as well.**

- **Strategies in place to support this goal include: continued ELA alignment, specific and ongoing professional development on balanced core instruction, ongoing PLC work focused on the 4 critical PLC questions and a focus on intentional interventions that best meet the students' needs**
- **These strategies are ongoing and the district will continue to look for ways to find additional time to support this work. In addition, teacher teams continue to build and collaborate on common formative assessments that guide instruction.**
- **Progress toward answering and responding to the questions of the PLCs is evident in grade level/department Schoology groups that document this work, and PLC teams that are responding to the data.**

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
In 2019, the District will decrease racial and economic achievement gaps by 10%, while maintaining overall growth as measured by MCA Reading and Math test results.	Based on the 2019 Math MCA data, 56.1% of white students were proficient and 39.6% of non-white students were proficient. In 2018, 57.3% of white students were proficient on the Math MCA and 38.4% of non-white students were proficient. Based on the 2019 Reading MCA data, 58.5% of white students were proficient and 48% of non-white students were proficient. In 2018, 59.8% of white students were proficient on the Reading MCA and 45.2% of non-white students were proficient.	__ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

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?
- 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?

District Response:
- **During the 2017-2018 school year the district made improvements on the monitoring of students who were below target scores, and in 2018-2019 focused on helping teachers support students who are not proficient in math and/or reading.**
- **•These gaps are not apparent in Kindergarten testing, so the district needs to investigate where the gap begins to form. We also need to address issues in our core curriculum that are keeping us from making growth with all students. At the end of the 2018-2019 school year, the decision was made to purchase and implement resources from Benchmark to support the district's commitment to a balanced core.**

- **One specific area where progress continued to be made was in the reduction of our Discipline Disparity based on Race/Ethnicity. For the past five years, that number has held steady with at least a 2:1 ratio of referrals to the number of "Non-White" students. In 2017-18, the ratio was 1.8:1 and in 2018-2019 the ratio dropped again to 1.3:1. This is likely due to the district's continued commitment to CLR and PBIS,**

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
In 2019, 100% of our students will continue to have a grade appropriate postsecondary plan by the end of trimester 2.	Based on data included in MCIS, in 2019 100% of students had a grade appropriate postsecondary plan by the end of the second trimester.	__ On Track (multi-year goal) __ Not On Track (multi-year goal) X Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

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?
- 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?

District Response
- **Data used to measure this goal is based on the number of students at Sauk Rapids-Rice High School (SRRHS) who have a grade or student appropriate post-secondary plan started in the Minnesota Career Information System (MCIS) or an individual IEP. In addition, the district looks at student participation in Connections or a more individualized look at Career and College Readiness.**
- **SRRHS currently provides time and a structure for all students to work on career and college readiness plan through a class called connections. During this time, students engage in Ramp up to Readiness (modified) as well as other career and college readiness activities.**
- **Teachers meet consistently to plan for this time, and time is built into the school day for students to meet with connections teachers on a regular basis.**
Implementation success/progress is based on both student participation in connections and online activities in MCIS as well as the ongoing work on their plan. In addition, looking at the number of students on track to graduate in four years is also a way the high school can monitor the progress toward the goal.

All Students Graduate

Goal	Result	Goal Status
In 2018, 95% of our students will graduate in 4 years; 98% will graduate within 5 years .	In 2018 89.8% of students graduated in 4 years and according to the MN North Star Data, 94.12% of students graduated in 7 years.	__ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12

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?
- 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?

District Response:
- **The previous year's graduation rate was used to measure this goal. Disaggregating data by student group is an area for growth. The two largest student groups at the HS are special education and students receiving free/reduced-price lunch and looking more closely at this data would serve our students well.**
- **Consistent and ongoing grade checks, student monitoring whether they are on track to graduate is another way this goal is monitored. When students are struggling with this, there is a team that meets to discuss the best way to support the student.**
- **Sauk Rapids-Rice High School has a fairly high four-year graduation rate but continues to look for ways to improve in supporting students in this goal in a new or different manner.**
- **A four-year graduation rate of 91% or higher for the previous 5 or more years indicates the work done by SRRHS is working and there is a commitment to continuous improvement across the HS and district, but the HS continues to explore why the class of 2018 was just below 90%.**

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.
View list of participating districts.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline from 2017-2018	Year 2 (2018-19) Actual	On Track?
Decrease racial and economic achievement gaps by 10% while maintaining overall growth as measured by the Math and Reading MCA test results	Check one of the following: X Achievement Goal __ Integration Goal	**Math Baseline data from 2017** White-65% Non-white 55% Gap-10% **Reading Baseline data from 2017** White-65% Non-white-55% Gap-10%	**Math** 56.1% of white students were proficient Racial Gap: 16.5% Economic Gap: 13.8% **Reading** 58.5 of white students were proficient Racial Gap: 10.5% Economic Gap: 11.7% .	Check **one** of the following: __ On Track X Not on Track __ Goal Met

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?
- 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?

District Response:
- **The district has been and continues to desegregate students into "White" and "Non-White" (because individual racial groups have small cell-sizes), based on the 2019 MCAs the district did make some progress in reading.**
- **Last year there were improvements on the monitoring of students who were below target scores, but teachers continue to need additional training on interpreting progress monitoring data and making intervention changes. These gaps are not apparent in Kindergarten testing, so the District needs to investigate where the gap begins to form. There is also the need to address issues in the core curriculum that are keeping us from making growth with all students in both reading and math.**

- **One area where progress was made was in the reduction of our discipline disparity based on Race/Ethnicity. For the past five years, that number has held steady with at least a 2:1 ratio of referrals to the number of "Non-White" students. In 2018-2019, the ratio was 1.3:1 and this ratio continues to decline in part due to an ongoing focus and commitment to CLR and PBIS in schools across the district.**

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Increase by 10% the number of students who participate in activities to build cultural competence.	Check one of the following: __ Achievement Goal X Integration Goal	The number of group participants (individuals attending one or more meeting): 2018 Target-20 2019 Target-25 2020 Target-30	87 students participated in one or more culturally responsive activities.	Check **one** of the following: X On Track __ Not on Track __ Goal Met

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?
- 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?

District Response:
- **There was an increase in student participation in groups designed to improve cultural competence. Two elementary schools started "Diggin' Diversity groups, and the middle school program continued to thrive. The high school program also grew. The challenge at the high school is due in part to difficulty finding a time that works for very involved students to participate, and also difficulty getting less involve students to engage. The District may need to find ways for high school Diggin' Diversity students to meet during the school day, and possibly having someone to facilitate discussion/support groups for underrepresented students.**

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

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?
- 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?

District Response:

- **The shared CLR training the District has done in connection with St. Cloud Area Schools has helped us to identify some of the biases and cultural disconnects within our institution. Unfortunately, St. Cloud has changed directions with this training, so the district has needed to continue this work without St. Cloud.**
- **The district's work around CLR (culturally and linguistically responsive teaching) has been integrated with PBIS plans and has helped to decrease referrals by focusing on situational appropriateness and varying classroom protocols to give students both traditional and culturally responsive opportunities to participate.**
- **In addition, the Collaborative is becoming more focused continuing our own professional development and resources so the work can be sustained. Classroom collaboratives continue to be a challenge, but there is growth in extra-curricular connections. For instance, the Middle School diversity group invited students from St. Cloud North Jr High to join us at the MLK, Jr Breakfast last year, and we hope to continue and strengthen this connection. In addition, there remain classroom connections with St. Cloud around Spanish and art as well as continued participation in Common Ground which brings students from all A&I partners.**