



2019-20 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Rosemount/Apple Valley/Eagan

Grades Served: preK - grade 12

WBWF Contact: Steve Troen

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 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 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

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

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the 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. The report will be posted in January 2021 after the public meeting.
- Provide the direct website link to the A&I materials. <https://www.district196.org/about/inclusion-services>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year. The meeting will be held in January 2021.

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 2019-20 school year. The meeting will be held in January 2021.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list. Members include staff, teachers, and community residents. Students and parents from the district's north cluster, west cluster, central cluster and east cluster. Every cluster has six members on the committee. We have a representative from the district's Native American Parent Advisory Committee (NAPAC) and three school boards members. One of the co-chairs has been a high school student two out of the last three years.

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 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Curriculum and Instruction Advisory Council	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Veronica Barnas	Parent	
Sarah Brass	Parent	
Margie Broman	Parent	
Melissa Brooks	Teacher	
Stacy Cardenas	High School Student	
Robin Cerio	Parent	
Rebecca Chamberlain	Parent	
Rachel Chamley	Assistant Administrator	
Michelle DeMers	Coordinator	X
Gary Dion	AVID Tutor	X
Sue Franzen	Teacher	
Laila Gilbert	Student	
Jaclyn Gladhill	Student	
Heather Guerrero	Parent	
Regan Hansen	Student	
Mandy Hill	Assistant Administrator	
Sachin Isaacs, Jackie Magnuson, Craig Angrimson	School Board Members	X
Ivette Izea-Martinez	Parent	

Curriculum and Instruction Advisory Council	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jeff Little	Parent	
Nicole Lonetree	NAPAC (Native American Parent Advisory Committee)	
Lori Mallory	Teacher	
Joseph Miller	Parent	
Runa Mullin	Parent	
Michael Nehring	Parent	
Karla Neuenschwander	Teacher	
Sara Novak	Parent	
Landis Parham	Student	
Samantha Pliego	Parent	
Laura Richardson	Parent	
Retno Saridewi-Wong	Parent	
Steve Troen	Director	X
Amelia Ubl	Parent	
Chad Wentzel	Teacher	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

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.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

The goal is a continuous process to ensure ALL students have equitable access to quality core instruction. A purposeful scheduling model at the elementary level utilizes data at the beginning of the year and throughout the year at each benchmarking period to create heterogeneous core classrooms, targeted interventions with the most highly qualified educator, PLCs, and coaching within each of our nineteen elementary schools. In addition, elementary principals work together in teams as they interview and hire new staff. Across K-12, our hiring and placement/staffing practices, our district-wide teacher development and evaluation model, staff development, and our Quality Compensation Coaching Model all contribute to an equitable distribution of experienced, in-field and effective teachers.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
Limit response to 200 words.

HR and administrators hire and retain effective teachers at all schools. Teacher performance is evaluated regularly through the TDE process by a licensed administrator. If teachers are underperforming, they are placed on intensive assistance to support their professional development. Licensed staff members also participate in our Quality Compensation program in which they develop an annual Individual Growth Plan, invite peers trained in Cognitive Coaching. Cultural proficiency have been developed and woven through the four domains of Charlotte Danielson’s rubric.

The staffing system supports an equitable distribution of excellent teachers across the district by avoiding procedures based on seniority such as a bidding system. The district reviews the distribution of teachers across and within schools based upon data (e.g. STAR report). Elementary principals utilize a committee approach to interview potential candidates and place them in the schools where the teachers’ skills best match needs.

A purposeful scheduling model at the elementary level utilizes data at the beginning of the year and throughout the year at each benchmarking period to create heterogeneous core classrooms, targeted interventions with the most highly qualified educator, PLCs, and coaching. The goal is a continuous process to ensure ALL students have equitable access to quality core instruction.

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.
 - 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?

Limit response to 200 words.

Skyward*

Total Employees	4,257*	Person of Color	324	8%
Teachers	2,322	Person of Color	104	4%

Am. Indian 6 (.258%), Asian 26 (1.120%) Black 24 (1.034%), Hispanic 28 (1.206%), White 2,218 (95.521%), Two or more races 20 (.861)

Students 29,397 Students of Color 11,233 38.2%*

Student race/ethnicity by Federal Categories:

Hispanic or Latino 3,006 (10.2%) American Indian or Alaska Native 99 (.3%), Asian 2,478 (8.4%) Black or African American 3,639 (12.4%) Native Hawaiian or other Pacific Islander 27 (.1%), White 18,164 (61.8%), Two or more races 1,984 (6.7%)

Teachers of Color needed to reflect student population: 887

Teacher race/ethnicity need to reflect student race/ethnicity populations:

Hispanic or Latino (237), American Indian or Alaska Native (70), Asian (195), Black or African American (288), Native Hawaiian/Pacific Islander (23)

*MN Report Card for the 2019-20 School Year**

Several factors contribute to the lack of teachers of color and American Indian teachers; including a limited number of applicants of color for teacher positions, urban districts paying at a higher rate than suburban districts, and the challenge to make it enticing for candidates of color to be one of if not the only teacher of color and/or American Indian teacher in a school.

- 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?

Limit response to 200 words.

The Equity and Inclusion Coordinator facilitated weekly opportunities for administrators of color. The purpose of the meetings was to have deeper conversations to learn about areas of opportunity in regards to recruiting and retaining more staff of color. There were intentional questions asked such as; what keeps you in District 196? How can we offer more support at the district level? The feedback and insight were helpful to develop an intentional recruitment plan around staff of color. We continue to develop specific ideas and strategies, such as an effective marketing/communication plan. We continue to find ways to improve staff retention.

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 2019-20 WBWF summary report submission, *please check the lines below* 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
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of three and four-year olds enrolled in Early Childhood Preschool at the end of the school year that meet or exceed expectations on the Teaching Strategies Gold Objectives 8a (Comprehends language), 9a (Uses an expanding, expressive vocabulary), and 10a (Engages in conversations) will increase from 76.0% in 2019 to 80.0% in 2020 on two out of the three objectives.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report</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> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> X Unable to report</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?
- What strategies are in place to support this goal area?

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- *Students are assessed three times a year using an Observation Survey of Literacy Achievement; Concepts About Print is one of six tasks in this assessment. Data is analyzed for all kindergartners and are disaggregated from multiple angles (gender, ethnicity, EL and SpED) to best identify achievement of student groups.*
 - *Intentional conversations between Coordinators of Early Childhood, both ECFE and ECSE, and the PreK-8 Literacy Coordinator across the 2018-19 school year planning for alignment of language and instruction*

- Professional learning opportunities for PreK teachers during the school year included building a common understanding of language alignment, assessment and instruction for intentionally bridging PreK and K
- Professional development for PreK teachers using the TS Gold Assessment
- Strategies to support the goal were monitored through teacher surveys after professional learning sessions and student progress monitoring data across the year.
- Strategy implementation was successful as identified by results of teacher surveys, increased collaboration between Early Childhood Programming and Elementary, and increased student achievement in the Concepts About Print task.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percentage of all students enrolled in grade 3 who are proficient (Proficient level=P/Q) on the Benchmark Assessment System (BAS) will increase from 74.1% in spring of 2019 to 76.9% in the spring of 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> X Unable to Report</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?
 - What strategies are in place to support this goal area?
-
- Students are assessed three times during the year using the Benchmark Assessment System. Data is analyzed for accuracy, comprehending conversation and fluency for each student.
 - Data is disaggregated from multiple angles (gender, ethnicity, EL and SpED) to best identify achievement for student groups.
 - Intervention scheduling after each benchmarking period occurs at all schools. Stakeholders (including classroom teacher voice) are intentional in matching the best intervention with student need. This process is used for each individual student identified during the benchmark window.
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- Prioritizing communication and collaboration between core instruction and intervention was a focus in planning for accelerated growth. Responsive teaching was an outcome when communication was established between core and intervention teachers.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 64.8% in 2019 to 69.6% in 2020.</p> <p><u>Gap Focus Goals:</u> <i>Black: from 24.5% in 2019 to 44.5% in 2020</i> <i>Hispanic: from 24.9% in 2019 to 44.9% in 2020</i> <i>Am. Indian: from 24.4% in 2019 to 44.4% in 2020</i> <i>FRP: from 24.3% in 2019 to 44.3% in 2020</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>62.9% in 2020</p> <p>Black - 66/208 - 31.7%</p> <p>Hispanic - 56/181 - 30.9%</p> <p>Am. Indian - 7/11 - 63.6%</p> <p>FRP - 103/376 - 27.4%</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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</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?
- What strategies are in place to support this goal area?

System-wide:

- Cultural Proficiency Sessions included culture, reflection, dialogue mindset, inside-out process, identity, DILTS model, continuum language, barriers guiding principles, restorative practices and essential elements.
- Student Assistance Teams meet to identify struggling students and provide support interventions.

Elementary:

- Grade level teams engage in student-centered collaborative conversations within a PLC. Teams meet to monitor student achievement and plan for responsive instruction in core, Tier 2 and/or Tier 3 interventions.

Secondary:

- Content-area/grade-level learning teams met regularly to discuss curriculum/instruction, assessment results, and plan interventions.
- The AVID program provides individually-centered support to mostly students of color, giving students the necessary tools and access for success. AVID helps students gain the know-how and the confidence to successfully take on college and career ready paths. Preparation for test taking, such as the ACT, is also a continual focus. AVID helps students gain the know-how and the confidence to successfully take on college and career ready paths.
- ACT prep courses were expanded, offering ACT support as an option for all students during the school day as opposed to only some students having access to additional ACT prep support outside of school.
- American Indian Education Program provides ACT support and tutoring.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>The percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 64.8% in 2019 to 69.6% in 2020.</p> <p><i>Gap Focus Goals:</i> <i>Black: from 24.5% in 2019 to 44.5% in 2020</i> <i>Hispanic: from 24.9% in 2019 to 44.9% in 2020</i> <i>Am. Indian: from 24.4% in 2019 to 44.4% in 2020</i> <i>FRP: from 24.3% in 2019 to 44.3% in 2020</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>62.9% in 2020</p> <p>Black - 66/208 - 31.7%</p> <p>Hispanic - 56/181 - 30.9%</p> <p>Am. Indian - 7/11 - 63.6%</p> <p>FRP - 103/376 - 27.4%</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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</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?
- What strategies are in place to support this goal area?

System-wide:

- *Cultural Proficiency Sessions included culture, reflection, dialogue mindset, inside-out process, identity, DILTS model, continuum language, barriers guiding principles, restorative practices and essential elements.*
- *Student Assistance Teams meet to identify struggling students and provide support interventions.*

Elementary:

- *Grade level teams engage in student-centered collaborative conversations within a PLC. Teams meet to monitor student achievement and plan for responsive instruction in core, Tier 2 and/or Tier 3 interventions.*

Secondary:

- *Content-area/grade-level learning teams met regularly to discuss curriculum/instruction, assessment results, and plan interventions.*
- *The AVID program provides individually-centered support to mostly students of color, giving students the necessary tools and access for success. AVID helps students gain the know-how and the confidence to successfully take on college and career ready paths. Preparation for test taking, such as the ACT, is also a continual focus. AVID helps students gain the know-how and the confidence to successfully take on college and career ready paths.*
- *ACT prep courses were expanded, offering ACT support as an option for all students during the school day as opposed to only some students having access to additional ACT prep support outside of school.*
- *American Indian Education Program provides ACT support and tutoring.*

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 64.8% in 2019 to 69.6% in 2020.</p> <p><u>Gap Focus Goals:</u> <i>Black: from 24.5% in 2019 to 44.5% in 2020</i> <i>Hispanic: from 24.9% in 2019 to 44.9% in 2020</i> <i>Am. Indian: from 24.4% in 2019 to 44.4% in 2020</i> <i>FRP: from 24.3% in 2019 to 44.3% in 2020</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report due to North Star/ESSA not being available</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input checked="" type="checkbox"/> Unable to Report</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?
- What strategies are in place to support this goal area?

Administrative teams analyze graduation data for all student groups from our district’s North Star ESSA files. The data collection and review is an essential process, and the data drives student interventions. In analyzing the data to measure each school’s success, we realize that flexible credit recovery options are critical for success. The district’s high schools are implementing the following strategies:

- *Blended online model for credit recovery*
- *Credit Recovery offered throughout the school year, not just in the summer*
- *Student Assistance Team (SAT) team at each high school identifies students who are not on track and implements timely interventions*
- *Targeted tutoring is available to help students pass classes*
- *A flag was added to the student profile in the student information system for students not on track to graduate to enable timely identification and communication for applicable staff*
- *Administrators are working to reduce disproportionate suspensions by race so that students of color are not removed from classes at a higher rate than others.*
- *School administrative and counseling staff are working on promoting attendance as our data shows students of color are absent more than others.*

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Percentage of FRP students in grades 3-8 and 10 will increase MCA Reading proficiency from 41.8 in 2016 to 50.0 proficiency in 2020.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Baseline was 41.8%	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Unable to Report	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

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?
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Elementary:

- Differentiated group instruction based on student need, determined by multiple data points such as: BAS, QSI, OS and writing samples.
- Professional learning alongside coaching support student- centered conversations and responsive planning.
- Integration of inquiry-based instruction into units of study are grounded in state standards.
- Data-informed intervention include Reading Recovery and Leveled-Literacy.
- Communication and collaboration between core instruction and intervention was a focus in planning for accelerated growth. Responsive teaching was an outcome when communication was established between core and intervention teachers.
- Progress monitoring was utilized effectively to improve core instruction.
- Student Assistance Teams meet regularly to identify struggling students and plan for interventions.
- Grade level teams engage in student centered collaborative conversations supporting a PLC structure.
- Family attendance monitoring at community events, surveying families and seeking feedback on the quality of our partnerships is ongoing.

Secondary

- Learning teams to discuss curriculum/instruction, assessment results, evidence of learning, and plan intervention support.
- Striving reading courses and Leveled Literacy Intervention provide specific interventions based on MCA, MAP, and BAS data for students.
- Continue development of inquiry-based instruction to promote student engagement within the instructional framework of a workshop model.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Increase percentage of American Indian/Alaskan native students graduating in	Check one of the following: ___ Achievement Goal _X_ Integration Goal	Copy the baseline starting point from your 2017-20 plan. <i>Baseline was 2015-16</i>	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please	Check one of the following: ___ Goal Met ___ Goal Not Met _X_ Unable to Report

<p>4-years to 85.0% in 2020.</p> <p>Increase percentage of Hispanic students graduating in 4-years to 85.0% in 2020.</p> <p>Increase percentage of African American/Black students graduating in 4-years to 85.0% in 2020.</p>		<p>Am. Indian/Alaska native: 57.1%</p> <p>Hispanic: 72.1%</p> <p>African Am./Black: 78.0%</p>	<p>respond, "Unable to report."</p> <p>Unable to Report because we use the information from NorthStar/ESSA</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?
- What strategies are in place to support this goal area?

Administrative teams analyze graduation data for all student groups from our district's North Star ESSA files. The data collection and review is an essential process, and the data drives student interventions. In analyzing the data to measure each school's success, we realize that flexible credit recovery options are critical for success. The district's high schools are implementing the following strategies:

- *Blended online model for credit recovery*
- *Credit Recovery offered throughout the school year, not just in the summer*
- *Student Assistance Team (SAT) team at each high school identifies students who are not on track and implements timely interventions*
- *Targeted tutoring is available to help students pass classes*
- *A flag was added to the student profile in the student information system for students not on track to graduate to enable timely identification and communication for applicable staff*
- *Administrators are working to reduce disproportionate suspensions by race so that students of color are not removed from classes at a higher rate than others.*

School administrative and counseling staff are working on promoting attendance as our data shows students of color are absent more than others.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

We had a partnership with three districts with the StoryArk initiative. This year, due to the Pandemic, we had the opportunity to work with Hastings, Stillwater and South Washington County Schools which allowed students to participate from home and receive an amazing experience virtually. StoryArk helps students in middle school and high school initiate creative teams in which they communicate, collaborate and connect with each other to imagine and produce narrative podcasts, short films, and a literary magazine that publishes prose, poetry and visual arts. We ask youth, "What's your story? How do you want to tell it?" They respond in ways that transform not only themselves, but also the audience who gains empathy and understanding of the student experience.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Strategies were modified by meeting proactively to plan how opportunities could be presented to students virtually instead of face to face due to the Governor's order. We were able to hold virtual focus groups with students to gather data that would support how we move forward continuing to engage our student body. We intentionally reached out to BIPOC (Black Indigenous People of Color) students to ensure we captured their voice and their experience with Distance Learning to gain insight and feedback on how we could better meet the needs of all of our students and families. We will follow this model of gathering insight and use the information as we move forward and continue to engage students and families.

Racially Identifiable Schools

If your district’s 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: *Echo Park Elementary School of Leadership, Engineering and Technology*

Oak Ridge Elementary School of Leadership, Environmental and Health Sciences

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The percentage of FRP students in grades 3 - 5 who were proficient on the MCA/MTAS reading test at Echo Park Elementary School of Leadership, Engineering and Technology will increase from 42.1% in 2016 to 50.0% in 2020.</p> <p>The percentage of FRP students in grades 3 – 5 proficient on the MCA/MTAS reading test at Oak Ridge Elementary School of Leadership, Environmental and Health Sciences will increase from 42.1%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Echo Park 42.1%</p> <p>Oak Ridge 42.1%</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Unable to report</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

in 2016 to 50.0% in 2020.				

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?

There have been increased efforts regarding teacher professional development and parent outreach at both Echo Park and Oak Ridge helping build an inclusive and integrated school environment. Parent data on school held events, magnet programming, magnet sustainability, and overall school culture using online surveys. Using this information both schools work to attract a more diverse student population through new theme-based curriculum, after school programming, family night events, and school culture professional development. Oak Ridge has added outdoor music, fitness, and art stations furthering environmental and health science learning. Echo Park has embedded hands-on engineering into units of study with new resources. Both schools participated in "Conscious Discipline" training focusing on tools teachers can use to help students take care of their needs in positive ways. Oak Ridge also hired a "Restorative Practices" coach to work with students on resolving disagreements, taking ownership of behavior, and engaging in acts of empathy and forgiveness. Hearing students' voices and creating a safe and inclusive school environment has been a goal at both schools.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan</p> <p>The percentage of isolation within African American students at Echo Park Elementary School of Leadership, Engineering, and Technology will decrease from 37.2% in 2016 to 28.3% by 2020.</p> <p>The percentage of isolation within African American students at Oak Ridge Elementary School of Leadership, Environmental and Health Sciences will decrease from 35.3% in 2016 to 29.3% by 2020.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Echo Park Enrollment</p> <p>682</p> <p>Black students</p> <p>37.2%</p> <hr/> <p>Oak Ridge Enrollment</p> <p>566</p> <p>Black Students</p> <p>35.3%</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>In addition to increased overall enrollment, the enrollment for Black students has decreased slightly (Echo Park 818 Students 24.7% Black</p> <p>Oak Ridge 597 students 28.5% Black – MDE report card 12/8/20).</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</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?
- What strategies are in place to support this goal area?

Both Echo Park and Oak Ridge continued targeted marketing, parent surveys, and community outreach strategies to reach as well as get feedback and increase involvement from families from diverse backgrounds. Echo Park and Oak Ridge utilize several social media platforms to share information about the school on a weekly/daily basis. Social media posts include pictures of students engaged in challenging learning activities. Based on community feedback, the schools' website will continue to highlight what is happening at the schools. The schools host Magnet Nights to share information about the magnet programs and give tours to prospective families. Additionally, teachers participate in ongoing professional development to support implementation of themes across grades and contents. Overall enrollment has increased at both schools, and the enrollment percentage for Black students continues to decrease slightly for both Echo Park and Oak Ridge.



