

2020-21 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Burnsville Public Schools, District 191

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>Increase percentage of incoming kindergartners meeting or exceeding benchmark on Letter Name Fluency fall 2020 assessment from 49.8% to 59.0%</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>Result: 40.8%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

FASTBridge assessments and MCA data was used to determine a need within the area of literacy. The data was disaggregated by student group including race/ethnicity, FRP, EL and Special Education both at the district and building level. A standard administration process for CBN Fluency assessment was established for distance learning, but it was outside of the normed in-person administration. FASTBridge assessments were tools universal screening and progress monitoring. Teachers to utilize the Screening to Intervention report to identify individualized interventions. K-5 students participate in a daily WIN time which includes small group instruction/intervention. Because of health and safety measures related to COVID, 30% of students opted into full-time distance learning. Students in-person attended in a hybrid model with in-person 2 days per week. Class sizes were restricted to maintain social distancing, and flexibly grouped WIN time was limited to single classrooms and were delivered solely by the classroom teacher. Instruction for English learners was predominately delivered via distance learning. When community transmission decreased, K-2 students moved to 4 days of in person instruction, however WIN time remained limited to single classrooms. These classrooms continued with the implementation of Being a Reader phonics instruction with as much fidelity as possible under distance learning and hybrid models.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>Increase percentage of all grade 3 students meeting or exceeding grade level proficiency on the Minnesota Comprehensive Assessment (MCA & MTAS) from 44.2% in spring of 2019 to 65.8 % in spring of 2021.</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>Result: 34.4%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

The spring MCA III Reading Assessment was used to determine a previous need along with FASTBridge Fluency CBM and the aReading comprehension screener were used identify areas for targeted intervention. There was a significant difference in MCA participation rates from 2019 (99% participation) to 2021 (69% participation). This reflects 30% of students choosing full time distance learning and showing an unwillingness to come in-person for multiple days to complete the assessment. Data was disaggregated by student group including race/ethnicity, FRP, EL and Special Education. Full implementation of a district-wide MTSS framework providing consistent WIN time interventions. The FASTBridge tool provides individualized intervention plans for students utilized during the WIN time. WIN time includes interventionist, special education teachers, and EL teachers collaboratively working with teachers to provide small group interventions. Schools are required to create school improvement plans based on achievement data Professional development has been provided to staff at the elementary level around screening, diagnosis and progress monitoring. Early interventions and standards alignment are also priorities. A Systems Improvement and Student Achievement (SISA) coordinator worked with sites to ensure fidelity to the balanced literacy program. Coaches are assigned to buildings and conduct fidelity walkthroughs, classroom observations, and provide feedback to teachers.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>Goal: Reduce the gap between white students and students of color on the spring reading MCA from 27.3% in 2019 to 18.5% in spring 2021</p> <p>Goal: Reduce the gap between students eligible for FRP with student not eligible on the spring reading MCA from 31.4% in 2019 to 22.8% in spring 2021</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>BIPOC students/white students Result: 26.2%</p> <p>FRP Eligible/NFRP Eligible Results: 39.6%</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 checked="" 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>

Both FASTBridge aReading and CBM Fluency assessment and MCA data was used to determine a need within the area of literacy. The data was disaggregated by student group including race/ethnicity, FRP, EL and Special Education both at the district and building level. The assessment data was available for students in K-8 (MCA only 3-8). All sites include 3 screening windows for universal screening and progress monitoring using FASTBridge assessments. There was a significant difference in MCA participation rates from 2019 (98% participation) to 2021 (55% participation). This reflects 30% of students choosing full time distance learning and showing an unwillingness to come in-person for multiple days to complete the assessment. School staff worked to utilize tutors, cultural liaisons, social workers, and case managers to provide accountability and support to an assigned group of students. The student support staff and advisories met with students regularly to conducting work check ins, grade checks, credit recovery, and other services to assist students in meeting graduation requirements. Cultural liaisons worked with families to ensure that all households had stable internet access for students to participate in distance learning. Professional development was provided for all staff on strategies for online engagement and instruction.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>Increase the mean composite score for all grade 11 students at Burnsville High School on the ACT from 20.4 in spring of 2019 to 20.9 in spring of 2021</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>Results: 19.9</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 checked="" 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>

Historical ACT data was used to determine a need to implement strategies to increase college and career readiness. This data was disaggregated by student group including Asian, Black, Latinx, White, FRP, EL. Counselors participated in professional development to ensure they can support students with needs including social-emotional, financial, career pathways and academics. Burnsville High School offers career pathways to students which include College in the Schools (CIS), Advanced Placement, PSEO and concurrent enrollment options. These pathways are also available to Burnsville Alternative High School Students. Students enrolled in AVID elective were also provided with tutors throughout the pandemic to continue with the support central to the AVID program. The district continued work with a Culturally Proficient School System (CPSS) framework will help all staff more clearly see and dismantle inequities in our system. Professional development for the year integrated the CPSS framework and AVID Schoolwide. Teachers began implementation of the AVID Schoolwide strategies across all content areas.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>Increase the four-year graduation rate for Burnsville High School from 87%% in 2019 to 90% in 2022.</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>Results: 85%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

We used historic four-year graduation data to determine this area of need. This data was disaggregated by student group at the district level. The data was disaggregated by student group including race/ethnicity, FRP, EL and Special Education. Implementation of the MTSS framework has helped sites ensure strong systems of support for students and high-functioning site teams, collaborative teams (PLCs), and problem-solving teams. Early intervention can increase

students' chances of graduating on time. With 30% of students opting into full time distance learning and in-person hybrid was 2 days per week, high school staff worked to utilize tutors, cultural liaisons, social workers, and case managers to provide accountability and support to an assigned group of students. The student support staff and advisories met with students regularly to conducting work check ins, grade checks, credit recovery, and other services to assist students in meeting graduation requirements.

2020-21 Achievement and Integration (A&I) Progress Report

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 is on track. 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.

Achievement and Integration Goal 1

Goal Statement	Goal Type	Baseline	Actual Result (2020-21 SY)	Goal Status
<p>Percentage of racially and economically diverse incoming kindergartners meeting or exceeding benchmark on Letter Name Fluency (LNF) fall assessment will increase from fall 2019 to fall 2020 as noted below:</p> <p>>All Black, Indigenous, People of Color (BIPOC) 52% to 53%</p> <p>> Free/Reduced Meal Program (FRP) eligible 36% to 43%</p> <p>>Native/Indigenous 20% to 40%</p> <p>>Latino 13% to 29%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>2016 Baseline</p> <p>Native/Indigenous 20%</p> <p>Latino 11%</p> <p>FRP 34%</p>	<p>>All Black, Indigenous, People of Color (BIPOC) Result: 41%</p> <p>> Free/Reduced Meal Program (FRP) eligible Result: 28%</p> <p>>Native/Indigenous Result: 13% (n=3)</p> <p>>Latino Result: 13%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

The FASTBridge Letter/Name Fluency (LNF) Fall Assessment has been used to collect data and determine this area of need in the past. The district has examined the data disaggregated by student groups including race/ethnicity, FRP,

EL and Special Education. Early childhood curriculum continues to be monitored and assessed with the TSGold not only in literacy, but other domains as well. Very small pods in the hybrid classrooms allowing teachers to provide personalized instruction. Daily WIN time was limited to single classrooms. Targeted intervention for K and 1 students not meeting the benchmark by elementary learning specialists in December. It's an extra boost of daily instruction and practice on foundational skills. Integration of VPK at each elementary site for better partnership and alignment for PK and K

Achievement and Integration Goal 2

Goal Statement	Goal Type	Baseline	Actual Result (2020-21 SY)	Goal Status
Percentage of all racially and economically diverse grade 3 students meeting benchmark on Oral Reading Fluency (ORF) will increase from fall 2019 in spring 2021 Goal: FRP eligible 36% to 59% Goal: Indigenous/Native 100% (n=1) to 34% Goal: Asian 58% to 67% Goal: Black 52% to 54% Goal: Latino 17% to 45%	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	2016 Baseline FRP 47% Indigenous/Native 13% Black 42% Latino 33%	FRP 31.4% Indigenous/Native 0% (n=4) Black 37% Latino 25%	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

FASTBridge assessments and MCA data was used to determine a need within the area of literacy. The data was disaggregated by student group including race/ethnicity, FRP, EL and Special Education both at the district and building level. A standard administration process for CBN Fluency assessment was established for distance learning, but it was outside of the normed in-person administration. FASTBridge assessments were tools universal screening and progress monitoring. Teachers to utilize the Screening to Intervention report to identify individualized interventions. K-5 students participate in a daily WIN time which includes small group instruction/intervention. Because of health and safety measures related to COVID, 30% of students opted into full-time distance learning. Students in-person attended in a hybrid model with in-person 2 days per week. Class sizes were restricted to maintain social distancing, and flexibly grouped WIN time was limited to single classrooms and were delivered solely by the classroom teacher. Instruction for English learners was predominately delivered via distance learning. When community transmission decreased, K-2 students moved to 4 days of in person instruction, however WIN time remained limited to single classrooms. These classrooms continued with the implementation of Being a Reader phonics instruction with as much fidelity as possible under distance learning and hybrid models.

Achievement and Integration Goal 3

Goal Statement	Goal Type	Baseline	Actual Result (2020-21 SY)	Goal Status
The mean composite ACT score for grade 11 students enrolled in AVID will increase .5 points each year from 2016 to 2020 (21.3)	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Mean Composite 19.8	Results: 19.9	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Historical ACT data was used to determine a need to implement strategies to increase college and career readiness. This data was disaggregated by student group including Asian, Black, Latinx, White, FRP, EL. Counselors participated in professional development to ensure they can support students with needs including social-emotional, financial, career pathways and academics. Burnsville High School offers career pathways to students which include College in the Schools (CIS), Advanced Placement, PSEO and concurrent enrollment options. These pathways are also available to Burnsville Alternative High School Students. Students enrolled in AVID elective were also provided with tutors throughout the pandemic to continue with the support central to the AVID program. The district continued work with a Culturally Proficient School System (CPSS) framework will help all staff more clearly see and dismantle inequities in our system. Professional development for the year integrated the CPSS framework and AVID Schoolwide. Teachers began implementation of the AVID Schoolwide strategies across all content areas.

Achievement and Integration Goal 4

Goal Statement	Goal Type	Baseline	Actual Result (2020-21 SY)	Goal Status
<p>Increase the four-year graduation rate at Burnsville High School for Native/Indigenous, Black or African American, and Latino students in spring 2019</p> <p>Goal: Native/Indigenous students 64.3% to 72%</p> <p>Goal: Latino students 64.3% to 72%</p> <p>Goal: Black or African American students 78.8% to 82.0% (Plan target-77%)</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>2016 Baseline</p> <p>Native/Indigenous : (CTSR)</p> <p>Latino: 48.6%</p> <p>Black or African American: 70.3%</p>	<p>Native/Indigenous Result: 60% (n=5)</p> <p>Latino Result: 71%</p> <p>Black or African American students (original plan target-77%) Results: 83%</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report</p>

We used historic four-year graduation data to determine this area of need. This data was disaggregated by student group at the district level. The data was disaggregated by student group including race/ethnicity, FRP, EL and Special Education. Implementation of the MTSS framework has helped sites ensure strong systems of support for students and high-functioning site teams, collaborative teams (PLCs), and problem-solving teams. Early intervention can increase students’ chances of graduating on time. With 30% of students opting into full time distance learning and in-person hybrid was 2 days per week, high school staff worked to utilize tutors, cultural liaisons, social workers, and case managers to provide accountability and support to an assigned group of students. The student support staff and advisories met with students regularly conducting work check ins, grade checks, credit recovery, and other services to assist students in meeting graduation requirements.

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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

ISD 191 and ISD 194 continue to partner on delivering AVID Summer Bridge. The program was expanded to serve approximately 300 students, twice the enrollment from the previous year. The mission of Summer Bridge is to close the opportunity gap by providing students with an engaging and challenging summer opportunity designed to:

- Strengthen and advance math skills
- Promote confidence in math abilities
- Provide challenging and interactive learning opportunities
- Work toward advancing current math placement

The AVID District Directors collaborated to provide AVID Bridge for students in grades 6-8 students with an in-person model following health and safety protocols. Students were able to receive very personalized instruction. Due to the COVID 19 students had limited opportunities to interact across the two districts.

Our A&I plan has increased integration by providing students from both districts an opportunity to engage in academics and extracurricular together during the summer months. The district has also used A&I funds to support AVID programming within our district, as well as family engagement activities led, in part, by cultural liaisons, also supported with the A&I grant. Family Involvement for Rich Education (FIRE) activities are also carried out at the schools, facilitated by cultural liaisons and school principals, providing families and school staff opportunities to collaborate and share.

The Native & Indigenous Education staff from both districts were able to expand the outreach to Native families through scheduled community meals and drumming events within the district health and safety protocols. With the decrease in community transmission and vaccine availability, it was possible to hold a local Native high school graduation celebration outside with drummers and dancers. The annual pow wow was cancelled, however.

Cultural liaisons and social workers were key in connecting families with services that supported students to be more successful in academics.

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

The COVID 19 pandemic and subsequent shift in learning models (distance learning, hybrid, in-person instruction) had an extremely negative impact on the A&I strategies.

- PK-12 instruction was offered in two models: full-distance learning and in-person/distance learning hybrid. 30% of families selected full-time distance learning. Hybrid classrooms maintain class sizes below district ranges to ensure that classrooms met the social distance protocols.
- Preschool outreach was hampered by the Stay at Home order and generated fear in some families who choose to have their children opt out of kindergarten enrollment. The district also forced to truncate

the PK-3 alignment work.

- MTSS intervention and enrichment were limited in the distance learning model. The impact to students' foundational literacy skills was significant.
- Advanced learning services were limited during the first semester. However, in the second semester, elementary advanced learning staff were able to establish advanced math classes using online tools to reach students simultaneously from all 9 sites.
- Collaborative professional development with Lakeville was moved to virtual options.