

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

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: South Washington County Schools

Grades Served: PreK-12

WBWF Contact: Julie Nielson

A&I Contact: Wayne Felton II

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) 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.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.

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 2020-21 school year.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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 2020-21 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)
Kristin Bellus-Penz	Instructional Coach	
Charles Paulson	Director of Teaching and Learning - Elementary	
Tim Bunnell	ATTPS Specialist	
Gretchen Chilkott	Assessment Specialist	
Michelle Grundner	Instructional Coach	
Adam Hayes	Instructional Coach	
Kelly Jansen	Assistant Superintendent	X
Dr. Tia Clasen	Director of Teaching and Learning - Secondary	
Dr. Mao Thao Jacobson	Director of Program Evaluation, Research and Assessment	
Karin Lopez	Principal	
James Magee	Director of Professional Development	X
Mayur Hittin	Parent	
Michelle Marchant	Parent	
Na Lu	Parent	
Pang Nhia Yang	Parent	
Rhonda Gaulke	Parent	
Susan Risius	Principal	
Sarah Scullin Stokes	Assistant Principal	
Anita Simonton	Literacy Specialist	
Sharon Van Leer	School Board Member	

Robert Tweedy	Parent	X
Janice Erickson	Parent	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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.

Type response here

In South Washington County Schools (SoWashCo), the Human Resources department tracks and reviews educators’ teaching experience, licensure, and post-secondary educational attainment on an annual basis. Across SoWashCo’s student population in the 2020-21 school year, 15% received free or reduced-priced meals and 36% were students of color. Among SoWashCo teachers:

- 96% have more than three years of teaching experience
 - 99% are licensed in the area they teach, where the ratio of students to licensed teachers is 1:17.
 - 76% have earned a master's degree or higher
- 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.

Type response here

Our Human Resources department and school administrators attempt to hire and retain high quality candidates in all fields in our system. Educators in the South Washington County School District are evaluated through our teacher development and evaluation process by their administrator. All teachers have participated in professional development sessions focusing on Culturally and Linguistically Responsive Teaching. Teachers participate in our Alternative Teacher Performance Pay System (ATPPS) in which they set goals and work as collaborative teams to achieve these goals. Teachers who are underperforming are placed on job targets and supported to grow as professionals.

Access to diverse teachers is a critical element of our district strategic plan. We have set specific targets to increase the overall numbers of diverse staff members in our system. This includes forming partnerships with local universities, participating in recruitment fairs, and partnering with community members to recruit diverse staff. The district has also been awarded the Teacher Mentorship Grant. The focus of the grant is supporting probationary teachers of color by providing veteran teachers of color as mentors, affinity groups, and professional development opportunities.

A barrier to meeting the goals of equitable access to teachers of color is the teacher transfer article in the district collective bargaining agreement. The process is based on seniority and not specific needs of the school. Through this process, teachers are able to bid into vacant positions and they are awarded on seniority. Because of this process the district cannot post vacant positions until May; very late in the hiring season making it difficult to recruit teachers.

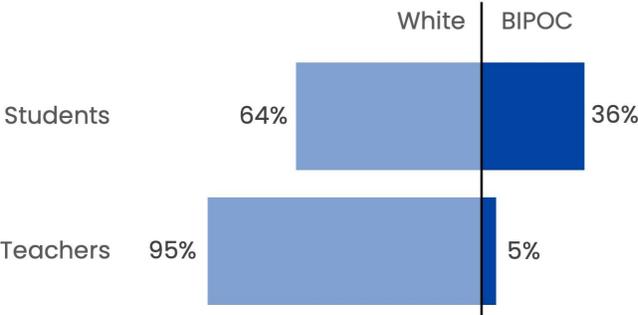
WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - 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.

Type response here

Across SoWashCo, 36% of students and 5% of teachers identify as Black, Indigenous or a Person of Color (BIPOC), a difference of 31 percentage points. The only racial group present among students, but not represented by teacher staff is Native Hawaiian and other Pacific Islander.

In the 2020–21 school year, teachers were not representative of students by race and ethnicity.



- 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.

Type response here

The Recruitment and Retention Committee assists in researching, designing, prioritizing and implementing initiatives that enhance employee engagement; ensure safe and inclusive work environments, and encourage diverse perspectives, innovation and creativity. This committee is comprised of staff and community members of color. Due to the COVID-19 pandemic, the district was not able to meet as regularly as previous years.

Because of the low percentage of teacher candidates of color in the state of Minnesota we know we will not meet our goals by concentrating solely on hiring candidates from our local universities and colleges. We attend recruitment fairs at historically black colleges and universities (HBCUs) and other fairs throughout the country.

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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>We will increase the percentage of students who meet fall literacy proficiency targets for both Letter Sounds (5) and Letter Identification (10) from 64.0% in the Fall of 2016 to 80.0% in the Fall of 2025, a total increase of 16.0% and an annual increase of 2.0%.</p>	<p>Provide the result for the 2020-21 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><i>Check one of the following:</i></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.

The Kindergarten assessment was not completed in the Fall of 2020 due to the pandemic. SoWashCo was in distance learning at the time and due to the observational protocol of administering the literacy assessments, it could not be done with fidelity in a virtual setting.

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?

Type response here

SoWashCo uses a Kindergarten assessment to assess the need and progress of this goal. The data is not disaggregated by student groups. Data can be found on the “Other Indicators” tab at the following site: <https://public.tableau.com/profile/john2114#!/vizhome/WorldsBestWorkforce/StateTests>.

SoWashCo also uses other data sources to assess needs for school readiness, including Early Childhood Screening data, TS Gold assessment data, the Teaching Pyramid Observation Tool (TPOT), the Behavior Incident Report System (BIRS), ECFE outreach data, and yearly voluntary PreK data. A total of 1,159 early childhood screenings were completed virtually in the 2020-21 school year, including 394 children of color (34%) and 422 3-year olds (36%). Among PreK students, more than three-quarters (77% to 86%) met or exceeded all the social emotional items and more than half (57% to 87%) met the literacy items on the TS Gold assessment administered in the Spring.

The following strategies are used to support the school readiness goal for children from birth to 5:

- Consistent curriculum and assessment across the district as required by the Minnesota Department of Education. Program-wide curriculum utilized includes: Big Day for Pre-K (Comprehensive curriculum), Second Step (Social-Emotional Curriculum), Handwriting without Tears. TS Gold is utilized for early childhood outcomes for ECFE, preschool and ECSE (3-5) program
- Intensive instructional tier coaching model for preschool teachers across the district provides alignment of tiered approach and response across the district
- Ongoing professional development training both through TLS and Early Learning specific: Early Learning specific provides yearly Pyramid I, II and III training for new staff as well as TS Gold assessment training.
- Broad scope for ECFE outreach connecting between program areas (ECSE, Preschool and Early Childhood Screening) as well as community partners. ECFE Outreach efforts include:
 - Woodwinds Hospital new parent referrals (virtual, home and phone consultations and drop in New Parent Connection class for B-3, 3-6 and 6-9 mo.
 - Toddler/Twos, 3-5 and K-Gr3 virtual and home visit consultations
 - Community Baby Shower held twice per year - community partners and resource information as well as a sampling of an ECFE class are provided

- Washington County licensed child care partnership: childcare coaching, professional development training (one time presentations and on-line series presentations)
- Preschool Text-to-Connect to provide information on social-emotional information and strategies for parents with children 3-5
- Facebook Instagram parenting information, events, live sessions and resource information
- ECFE Parent Education Screening Liaisons work with each family in screening to discuss ASQ-SE results, provide resources and referrals to preschool, ECFE, ABE and ECSE and answer any parenting questions. ECFE Parent Liaisons provided all on-line screening follow-up in the 2020-21 program year during the pandemic.
- Organizational Outreach to promote new and existing connections with community partners who work with families with children birth to 5. WIC, Pediatric Clinics, CE Skoolie events, Friends in Need Food Shelf, Basic Needs Inc of SoWashCo.
- Teen and Young Parents ECFE class and summer connection
- ECFE Families Learning Together: Families Learning Together (FLT) is a multicultural/multilingual/multigenerational ECFE class for families with children ages birth to 5 years. Early Childhood Education, Parent Education, and Parent/Child Interaction components provide the format for engaging in a supportive learning environment, sharing cross-cultural perspectives, and making community connections. The FLT community of shared learning focuses on children's development as well as discussions related to parenting and school practices that are both shared and unique from around the world.

The success of each strategy is monitored throughout the year through outreach work plans, TPOT classroom observation tool to support fidelity of practice, TS Gold assessment, parent survey information as well as annual MDE reporting for Early Childhood Program areas: ECFE, Preschool and Early Childhood Screening. Programming is also subject to MDE State monitoring on occasion.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. SoWashCo Schools will increase the percentage of all students meeting or exceeding state proficiency targets in third grade reading from 64.6% in the Spring of 2017 to 90% in the Spring of 2025, a total annual increase of 3.2%, with all student groups above 85% in the Spring of 2025. The goal for 2020-21 was 77.4%.	Provide the result for the 2020-21 school year that directly ties back to the established goal. SoWashCo Schools had a third grade reading proficiency of 52% in the 2020-21 school year.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals)

		___ Met None (multiple goals)
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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.

SoWashCo Schools had a 19 percentage point drop in participation rate. This caused the data to be invalid and unreliable for making district-wide assumptions about student performance.

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?

Type response here

SoWashCo uses MCA-III Reading data to assess the need and progress of this goal. Data are disaggregated by race and ethnicity and receipt of support services. Data can be found on the “State Tests” tab at the following site: <https://public.tableau.com/profile/john2114#!/vizhome/WorldsBestWorkforce/StateTests>.

The following strategies are used to support this goal:

- The Comprehensive Literacy Framework is structured and responsive to student needs.
- Reading and Writing Workshop (Explicit whole class instruction, Shared reading, Guided Reading, Interactive Read-aloud; Independent Reading)
- K-3 teachers use a gradual release model, which is designed to build student independence when reading and writing
- Phonemic awareness and phonics instruction, vocabulary development, and spelling instruction via Word Study

Because of COVID-19, the district adhered to the strategies as best we could, given the continual changing landscape and varying student learning environments at home, including uneven access to reliable internet.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. Mathematics: We will increase the percentage of all students meeting or exceeding state proficiency targets on state accountability	Provide the result for the 2020-21 school year that directly ties back to the established goal. No student group in SoWashCo schools met the achievement gap closure goal.	<i>Check one of the following:</i> ___ On Track (multi-year goal) <u>X</u> Not On Track (multi-year goal)

<p>measures in mathematics from 67.2% in the Spring of 2017 to 90% in the Spring of 2025, a total increase of 22.7% and an annual increase of 2.8%, with each student group above 85% in the Spring of 2025.</p> <p>Reading: We will increase the percentage of all students meeting or exceeding state proficiency targets on state accountability measures in reading from 69.7% in the Spring of 2017 to 90% in the Spring of 2025, a total increase of 20.3% and an annual increase of 2.5%, with each student group above 85% in the Spring of 2025.</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>
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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.

Only 68% of students participated in reading and 63% in math during the 2020-21 school year. The dramatic decrease in the number of students testing has caused the MCA data to be invalid and unreliable for making district-wide assumptions about student performance.

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?

Type response here

SoWashCo uses the MCA-III Math and Reading assessment data to assess the needs and progress of this goal. Data are disaggregated by race and ethnicity and receipt of support services. Data can be found on the “State Tests” tab at the following site:

<https://public.tableau.com/profile/john2114#!/vizhome/WorldsBestWorkforce/StateTests>

The strategies to support this goal focus on developing relationships among educators and students and use a model for standards-based instruction to ensure all students have access to high quality instruction and the support to succeed. Our implementation process follows four stages: Plan, Do, Study, Act. We ask our schools and departments to set goals and monitor implementation. Standards-based instruction and reporting of progress will help our students know their strengths, weaknesses and methods to improve. We are currently in Year 5 and have implemented SBI in grades K-5 as of 2020-21. Implementation includes professional development in prioritizing standards and reporting progress using our success criteria; SBI techniques to

communicate clear learning targets with students and monitor and adjust instruction so all students are learning. Because of COVID-19, the district adhered to the strategies as best we could, given the continual changing landscape and varying student learning environments at home, including uneven access to reliable internet.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>We will increase the percentage of students in SoWashCo who meet the ACT Reading College Ready Benchmark of 22 from 53% for the Class of 2016 to 65% for the Class of 2020, an annual increase of 3%. Due to the pandemic, SoWashCo did not identify a goal for the Class of 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The percentage of students in the Class of 2021 who met the ACT Reading College Ready Benchmark of 22 was 51%.</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.

For the Class of 2021, the ACT was rescheduled from April 2020 to October 2020 due to the pandemic. Additionally, SoWashCo saw over 500 students not take the ACT because of the pandemic and changes to college admissions policies. The prior year only had 170 students not take the ACT. For these reasons, a goal was not identified for the class of 2021.

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?

Type response here

SoWashCo uses ACT Reading data to assess the needs and progress of this goal. Data are not disaggregated by student groups. Data can be found on the “State Tests” tab at the following site:

<https://public.tableau.com/profile/john2114#!/vizhome/WorldsBestWorkforce/StateTests>

There are several components to Career and College Readiness, with academic readiness as just one area. Others

are Cognitive and Higher-Order Thinking Strategies; Social and Emotional Intelligences; College and Career Preparedness; and Employability and Life Skills. Some of the strategies have had less than desired outcomes as a result of inconsistent implementation. Two examples are: focused weekly PLC conversations among teachers; structured advisory time at the high schools. Finally, because of COVID-19, the district adhered to the strategies as best we could, given the continual changing landscape and varying student learning environments at home, including uneven access to reliable internet.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>We will increase the percentage of all students graduating from high school within four years of starting from 92.4% for the Class of 2017 to 95% for the Class of 2025, a total increase of 2.6% and an annual increase of .325%, with all student groups at or above 95% for the Class of 2025. For the Class of 2020, the goal was 93.375%.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The most recent high school graduation data available is for the class of 2020, in which there was a four-year graduation rate of 92.3%.</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.

N/A

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?

Type response here

SoWashCo uses 4-year graduation data to assess the needs and progress of this goal. Data are disaggregated by race and ethnicity and receipt of support services. Data can be found on the “Other Indicators” tab at the following site: <https://public.tableau.com/profile/john2114#!/vizhome/WorldsBestWorkforce/StateTests>

We use personal learning plans for students to meet the 4-year graduation goal. We offer rigorous courses, such as IB, Advanced Placement, College in the Schools, and PSEO opportunities, and student support to provide

equitable and comprehensive high school experiences. AVID is a program that provides learning opportunities that are engaging and empower students to overcome challenges and achieve success. Our strategic plan goals of personalization and climate/culture provide a framework for monitoring progress toward the 95% goal by 2025.

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.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on 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.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

Achievement and Integration

District Name: South Washington County Schools

A and I Contact: Wayne Felton II

Title: Director of Achievement and Integration

Phone: 651-425-6207

Email: wfelton1@sowashco.org

Annual Public Reporting

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.

<https://www.sowashco.org/academics/assessments-grading>

- Provide the direct website link to the A&I materials.

https://resources.finalseite.net/images/v1635526939/sowashcok12mnus/goye2ikxylkcclz3yqvf/REFORMA_T_FY20-23AchievementandIntegrationPlanISD833.pdf

Annual Public Meeting

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

December 16, 2021

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Students that meet one or more of the school readiness risk factors will have a prekindergarten experience prior to enrolling into kindergarten from XX% to 100% by 2023.</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>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>We planned to collect baseline data in the Fall of 2020, but did not due to the COVID-19 pandemic.</p>	<p>Provide the result for the 2020-21 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</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?

Type response here

The following strategies are used to support this goal:

- Preschool Programming: Pre-kindergarten Jumpstart program
- Student, Family and Community engagement activities
- Home visits
- School events

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Increase the percentage of racially diverse students succeeding in AP/IB courses from 12.6% to 16.6% between 2020-23.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>The baseline measure is 12.6%.</p>	<p>Provide the result for the 2020-21 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</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?

Type response here

Coursework and grades are tracked in Campus, the district’s student database. Student enrollment and performance in AP and IB courses are analyzed and disaggregated by race and ethnicity. The following strategies are used to support this goal:

- Student, family & community engagement
- Academic success coaches
- Culturally responsive teaching
- Cultural liaisons
- Young scholars program
- Be your dream program
- AVID

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Decrease the out of school suspension rates of Black and Hispanic or Latino/a students from 32% in the 2018-19 school year to 16% in the 2022-23 school year.</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>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>Due to the pandemic, SoWashCo was in distance learning in the fall and had shortened in-person learning schedules in the spring. There was a district-wide policy not to suspend students during the 2020-21 school year.</p>	<p>Provide the result for the 2020-21 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</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

School suspensions are entered by school staff members into Campus, the district’s student database. The data is disaggregated by race and ethnicity to assess disparities. The following strategies are used to support this goal:

- Student, family and community engagement
- Culturally responsive teaching
- Cultural liaisons

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Increase the number of effective, qualified diverse teachers from 4.9% to 7.9 percent by 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>The baseline measure is 4.9%.</p>	<p>Provide the result for the 2020-21 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 because the baseline measure was collected in the 2020-21 school.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

SoWashCo’s Human Resources department collects federal race information for all employees. SoWashCo uses race and ethnicity data to compare how representative teachers are with the district’s student population. The following strategies are used to support this goal area:

- Recruitment of racially and ethnically diverse teachers and administrators through relationships with colleges and universities, job fairs.
- Gather feedback from diverse families and community members on recruitment initiatives.
- Develop a process for supporting current staff members of color, including affinity groups and mentoring program.

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>100% of all employees will participate in at least three professional learning opportunities annually on culturally proficient school systems by 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>The baseline measure is 100%.</p>	<p>Provide the result for the 2020-21 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 the 2020-21 school year, three professional learning opportunities on cultural proficiency were offered. All licensed employees (100%) participated in all three opportunities.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" type="checkbox"/> Goal 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?

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

SoWashCo’s Professional Development department coordinates learning opportunities for employees and tracks participation of each opportunity. The following strategies are used to support this goal:

- Student, family and community engagements
- Culturally responsive teaching
- Cultural liaisons

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.

Type response here

Utilizing a shared classroom with South Washington County and Stillwater students has given students the opportunity to receive an art credit in the summer, and has helped provide training to staff in both districts on cultural responsiveness. The collaborative class utilizes culturally responsive teaching as an instructional model, and has had an impact on instruction in both districts.

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?

Type response here

Nearly all programming had to be modified to deal with the drastic changes COVID presented. Strategies like family and community engagement, BE the dream and youth advisory council were put on pause due to the restrictions of distance learning. AVID stepped up in a big way to diversify the way AVID tutors were used to help keep students on track of work. Due to these changes and current restrictions, tracking progress in programs is difficult, and we are actively trying to find new ways to evaluate programs and strategies.

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section 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: Enter school name here

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 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."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

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- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
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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?

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 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."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input 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?

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

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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.

Type response here

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Type response here