



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

**District or Charter Name:** Staples-Motley School District #2170

**Grades Served:** Preschool-12<sup>th</sup> Grade

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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.
- 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 2019-2020 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 2019-20 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 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).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Shane Tappe	Superintendent	n/a
Mike Schmidt	High School Principal	n/a
Debbie Ferdon	Teaching and Learning/QComp Coordinator	n/a
Jill Schnieder	High School Art/SMEA Union President	n/a
Laurie Paskewitz	District Title Coordinator	n/a
Mary Freeman	School Board	n/a
Brad Anderson	School Board	n/a
LaDeanna Simek	Middle School English	n/a
Rena Schmitz	Fourth Grade Teachers	n/a
Catherine Cyr	High School Special Education	n/a
Tab Erickson	High School Business Education	n/a
Lisa Bjerga	Parent	n/a
Curt McIlravy	Parent	n/a
Lisa Kajer	Retired teacher/Community member	n/a
Lisa Anderson	Parent	n/a
Loren Walz	District Communications	n/a
Bonnie Madson	Administrative Assistant	n/a

## 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?

*We examine achievement data, attendance, and graduation rate to look at equitable access on an on going basis in leadership teams and PLC groups.*

*Our largest accountability group in the district is low-income students. At this time, data does not show any differences or gaps in the access for these students in relation to students who are not in the low-income category. Through our Continuous Improvement process within our PLC groups, we are continually looking at data and watching for gaps and how to support students to eliminate barriers to their learning.*

- 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?

*Our district has a strong QComp and TD&E plan and process in place for evaluating both probationary and veteran teachers, as well as supporting teachers who are out-of-field. We continue to support these teachers through professional development and coaching.*

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?

*Currently, 88% of our student population is white, the other 11% are comprised of a variety of ethnicities, with each group 3% or less. At this time, the district does not have any ethnic or racial diversity within the staff. We live in an area that as a whole has low diversity ethnically and racially.*

- 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?

*We will continue to seek out the most qualified candidates to service our students, reaching out to all job posting outlets in order to attract a wide variety of candidates.*

## **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><b><i>Out of all School Readiness students, 55% of will show proficiency in letter names as measured by teacher assessment by May 2020.</i></b></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><b><i>School Readiness staff were unable to accurately assess students in Spring 2020 to determine the results of this goal.</i></b></p>	<p><b><i>Check one of the following:</i></b></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?

*Preschool teachers utilize classroom assessments and progress monitoring to identify needs and support students who need extra instruction or intervention. They work with Kindergarten teachers to determine how incoming Kindergarten students perform on beginning of the year assessments and then determine ways to support those readiness needs. We have low-income preschool programs that include focused interventions as well as support from Special Education teachers for students who have developmental delays.*

*Core literacy instruction in Preschool, as appropriate, is key. Teachers provide a variety of literacy activities to promote language development and vocabulary acquisition. Teams monitor progress to ensure fidelity in instruction and provide interventions for students as needed. Data is collected consistently to determine if the strategies and interventions are working.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b><i>Of all 2nd graders at SMEL, 75% will be at grade level benchmark for phonics as measured by Words Their Way spelling inventory by the Spring of 2020.</i></b></p> <p><b><i>Of all third grade students, 40% will meet or exceed MCA reading proficiency.</i></b></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><b><i>Teachers were unable to accurately assess students in Spring 2020 to determine the results of this goal.</i></b></p>	<p><b><i>Check one of the following:</i></b></p> <p><input checked="" type="checkbox"/> <u>Unable to Report</u></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?

*Current and historical data is reviewed to help teachers determine where support is needed according to student progress. Primary teachers utilize classroom assessments, Fastbridge fluency data, and text-leveling to identify needs and support students with extra instruction or intervention. Title support is provided to groups that are falling in the Tier 2 and Tier 3 categories of intervention, and data is closely monitored to support all students.*

*Core literacy instruction has been a professional development focus for all K-4 instructors and Professional Learning Communities. All teachers are being coached and supported in balanced literacy instruction and interventions, with focus on Guided Reading and small group instruction. Teachers are also working on standards prioritization and creating common formative assessments for benchmarks.*

*Teams monitor progress to ensure fidelity in instruction and provide interventions for students as needed. Data is collected to determine if the strategies and interventions are working. Teachers monitor progress and look back at past data to determine if they are on the right track or if new strategies or resources are needed. Coaches are in place to meet with teachers and provide support, as well as provide further professional development in all areas of literacy.*

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b><i>In order to support growth of vocabulary district-wide, 80% of our students will show growth or maintain a score of 80% or above on a vocabulary test, generated from a standardized test vocabulary list, from pretest to post-test.</i></b></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><b><i>Teachers were unable to accurately assess students in Spring 2020 to determine the results of this goal.</i></b></p>	<p><b><i>Check one of the following:</i></b></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?

*Current and historical data is reviewed by leadership teams and PLC groups to help teachers determine where support is needed for students. Teachers work in PLCs to review standardized and classroom to determine specific student needs and focus on teaching strategies that will support learners in these goal areas. English Language Arts and other content area teachers have been focusing on vocabulary instruction, Informational Text and higher-level questioning for the past two years. They continue to examine evidence of learning and partake in a variety of professional development that supports this work.*

*Teams monitor progress to ensure fidelity in instruction and provide interventions for students as needed. Teachers have created classroom assessments related to vocabulary that helps them target instruction more closely and meet student needs. Teachers monitor progress and look back at past data to determine if they are on the right track or if new strategies or resources need to be added.*



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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b><i>The percentage of all students in grades 9-10 who meet or exceed their spring to spring individual RIT growth projection on the NWEA MAP in reading will increase 2% points from 44% to 46% in the Spring of 2020.</i></b></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><b><i>Teachers were unable to accurately assess students in Spring 2020 to determine the results of this goal.</i></b></p>	<p><b><i>Check one of the following:</i></b></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?

*Current and historical data is reviewed to help teachers determine where support is needed according to student progress. Teachers work in PLCs to review NWEA Spring and Fall data to determine specific student needs and focus on teaching strategies that will support learners in these goal areas. PLCs have been focusing on vocabulary instruction, Informational Text and higher-level questioning for the past two years. They continue to examine evidence of learning and partake in a variety of professional development that supports this work.*

*Data is examined regarding student participation in CIS opportunities that prepare them for post-secondary learning. In addition, we offer a diverse number of CTE courses, in conjunction with local and regional needs. Interventions are in place for academic assistance throughout the school day. Teachers monitor progress and look back at past data to determine if they are on the right track or if new strategies or resources need to be added.*

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b><i>Staples-Motley High School will have a 95% four-year graduation rate by 2021.</i></b></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><b>2017 Results: 92.9%</b>  <b>2018 Result: 92.4%</b>  <b>2019 Result: 89.7%</b></p>	<p><b><i>Check one of the following:</i></b></p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</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?

*Social Workers, School Counselors, Principal, and Career Readiness staff use a variety of data to keep track of students as they are working toward graduation. Staff look at student groups including low-income and special education students to determine needs for interventions or support. School support staff give students academic support, credit recovery opportunities, and providing experiences to prepare students for college and career readiness in order to keep them on track for graduation.*

*Data shows that the strategies are consistently working, as well as the data regarding student participation in CIS opportunities that prepare them for post-secondary learning. In addition, we offer a diverse number of CTE courses, in conjunction with local and regional needs. Interventions are in place for academic assistance throughout the school day.*

*Graduation rates remain consistent at close to 92%, but unfortunately showed a decline in 2019. This was a result of a larger number of continuing special education students in that particular group of students, as well as transient students that are part of a local Care and Treatment program. This has also been the case in past years when there has been a marked decline lower than 92%.*