



2020-21 Combined World's Best Workforce (WBWF) Summary

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: Staples-Motley School District 2170

Grades Served: Preschool-12th Grade

WBWF Contact: Debbie Ferdon

Title: Teaching and Learning Coordinator

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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

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.

- 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

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.

- The report was provided to the School Board on December 20, 2021

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year.

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
Shane Tappe	Superintendent
Mike Schmidt	High School Principal
Debbie Ferdon	Teaching and Learning/QComp Coordinator
Kathy Johnson	Elementary Principal

Cathy Evans	Classroom Teacher
Heather Wiegand	Classroom Teacher
Steve Jennissen	High School Counselor
Laurie Trout	Classroom Teacher
Loren Walz	District Communications/Community Education
Melissa Elfstrum	Parent
Cameron Larson	Parent
Tashia Birkholtz	Parent
Lisa Anderson	School Board Member
Laura Paskewitz	Special Education Teacher
Tina Mitts	High School Teacher
Paul Mithun	Middle School Teacher
Steph Drange	Career Pathways Consultant
Eileen Weber	Sourcewell Consultant

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

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.

Through our American Indian Ed Grant through MDE, we support American Indian students with family engagement activities, home support, and check in by support staff to ensure they are not falling between the cracks. Covid restrictions made some of these activities difficult to implement in 2020-21.

- 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. Our recruitment and hiring practices rely on utilizing the most highly qualified individuals for each position unless no other options exist. Teachers who are considered out-of-field are provided support and professional development in the area they are teaching.

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 12% are comprised of a variety of ethnicities, with each group 5% 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 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
Provide the established SMART goal for the 2020-21 school year. <i>Out of all School Readiness students, 55% will show proficiency in letter names as measured by teacher assessment by May 2021.</i>	Provide the result for the 2019-20 school year that directly ties back to the established goal. <i>School Readiness has met this goal with 75% of students showing proficiency in letter names by May 2021.</i>	Check one of the following: <input checked="" type="checkbox"/> Goal Met

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?

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><i>Of all third and fourth grade students, 40% will meet or exceed MCA reading proficiency in Spring 2021.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p><i>In Spring 2021, 31% of all third and fourth grade students were proficient on MCA Reading.</i></p>	<p>Check one of the following:</p> <p><u>X</u> Goal Not Met</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 disruption to in-person instruction in spring of 2020 contributed to a slide in achievement as well as continuous gaps in skills and knowledge for our youngest students. We were fortunate to have our K-6 students in-person throughout 2020-21. However, we were still hampered by absences due to illness and quarantines in both student and staff populations.

- 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. Teachers are working on standards prioritization, alignment, 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.

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><i>The percentage of Middle School students enrolled in grades 5-8 for at least half a school year who are proficient on the Reading MCA will increase from 52.5% (Spring 2019) to 54.2% in Spring 2021.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>In Spring 2021, 39.8% of all students in grades 5-8 were proficient on MCA Reading.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Not Met</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 disruption to in-person instruction in spring of 2020 contributed to a slide in achievement as well as continuous gaps in skills and knowledge for our youngest students. We were fortunate to have our K-6 students in-person throughout 2020-21, but spent part of the year in Hybrid and Distance learning in grades 7-12. We were also hampered by absences due to illness and quarantines in both student and staff populations. A small percentage of students in grades 7-12 also chose Distance Learning as an option, with inconsistencies in engagement. While it was a small percentage, most of the distance learning students did not participate in state assessments.

- 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 assessment data and classroom data 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><i>The percentage of High School students enrolled in grade 10 for at least half a school year who are proficient on the Reading MCA will increase from 61.5% (Spring 2019) to 63.5% in Spring 2021.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>In Spring 2021, 46.3% of all students in grade 10 were proficient on MCA Reading.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Not Met</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 disruption to in-person instruction in spring of 2020 contributed to a slide in achievement as well as continuous gaps in skills and knowledge for our youngest students. Instruction in grades 9-12 was particularly disrupted, with long periods of distance or hybrid learning. We were also hampered by absences due to illness and quarantines in both student and staff populations. A small percentage of students in grades 7-12 also chose Distance Learning as an option, with inconsistencies in engagement. While it was a small percentage, most of the distance learning students did not participate in state assessments.

- 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 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><i>Staples-Motley High School will have a 94% four-year graduation rate by 2021.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>Data for 2021 Graduation rate is not yet available. Four year-graduation rates:</p> <p>2017 Results: 92.9%</p> <p>2018 Result: 92.4%</p> <p>2019 Result: 89.7%</p> <p>2020 Result: 88.4%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</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.

Graduation data for 2020 revealed a decline, which can be directly attributed to the beginning of the pandemic and the Distance Learning phase during the spring of 2020.

- 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. Four-year Graduation rates remained consistent at close to 92%, but unfortunately showed a decline in 2019 and 2020. There were several factors . This has also been the case in past years when there has been a marked decline lower than 92%.