

Russell - Tyler - Ruthton



RTR Public Schools

2021-2022
World's Best Workforce Plan

District #2902

RTR Public Schools

The 2021-2022 World's Best Workforce Plan was approved by the District 2902 School Board on December 8, 2021. It was prepared to inform the public regarding the school district's continued commitment to providing a quality education, developing a robust curriculum, updating/upgrading instructional practices, and ultimately improving student learning.

Board of Education

Jeff Hansen	Board Chair
Craig Hess	Vice Chair
Peggy Dunblazier	Clerk
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Administration

David Marlette	Superintendent
Daniel Bettin	High School Principal
Cristy Olsen	Elementary Principal
Darren Baartman	Middle School Dean of Students

Mission & Vision Statement

Educational excellence, enhanced student achievement, fiscal stability, and life-long learning are the four pillars of the RTR School. We are a community dedicated to providing a safe, friendly environment challenging students to be productive citizens in an ever-changing world. We are committed to educational excellence, enhanced student achievement, fiscal stability, and life-long learning.

Philosophy

All students, regardless of age, can learn. Although the School Board has the sole responsibility in developing the school's educational programs, the School Board realizes the world in which we live today is constantly changing. Therefore, it relies heavily upon its administration, teachers, parents, students, and constituents to help in developing sound, innovative, current, and high-quality educational programs.

District & School Data

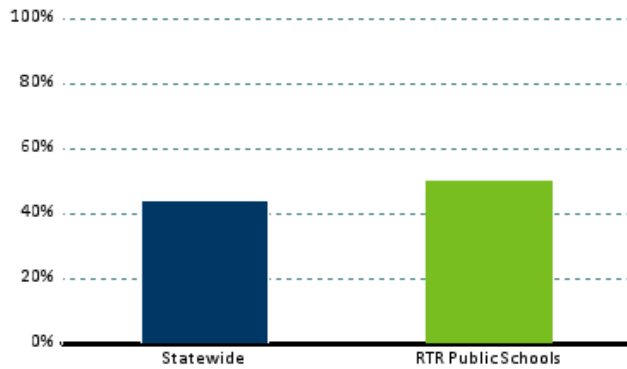
2020-2021 Demographics

Enrollment by Ethnicity	RTR Elementary Grades K-5	RTR Middle School Grades 6-8	RTR High School Grades 9-12	RTR School District
Hispanic or Latino	4.3%	3.3%	3.0%	3.6%
Asian	1.0%	0.0%	0.5%	0.5%
White	92.8%	94.0%	94.5%	93.7%
Two or more races	1.9%	2.7%	2.0%	2.2%
Total Students	207	150	199	556
Enrollment by Special Population				
English Learner	1.0%	0.7%	0.5%	0.7%
Special Education	11.6%	8.7%	11.6%	10.8%
Free/Reduced Priced Lunch	27.1%	22.0%	27.6%	25.9%

MCA Results

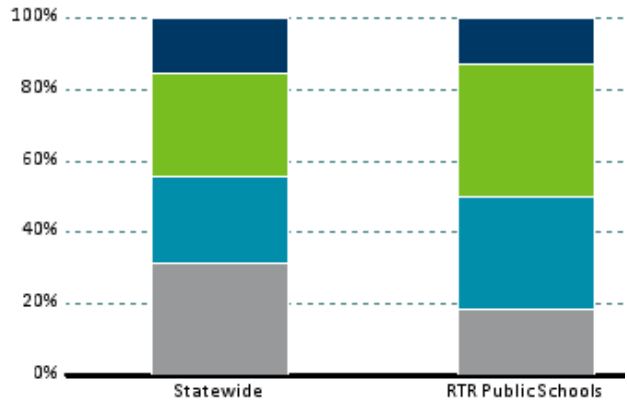
Mathematics

2021 Math All Accountability Tests Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	44.2%	342,759
RTR Public Schools	50.2%	307

2021 Math All Accountability Tests Grade All Grades

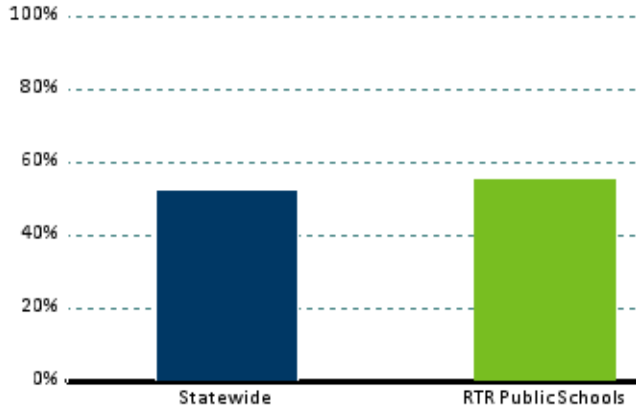


Measure	Exceeds	Meets	Partially Meets	Does Not Meet
Statewide				
Count	52,678	98,906	82,468	108,707
Percent	15.4%	28.9%	24.1%	31.7%
RTR Public Schools				
Count	40	114	96	57
Percent	13.0%	37.1%	31.3%	18.6%

Grade	2016-2017		2017-2018		2018-2019		2019 - 2020		2020-2021	
	RTR	State	RTR	State	RTR	State	RTR	State	RTR	State
3	82.0	68.6	80.0	66.9	79.5	66.0			61.1	57.1
4	61.5	67.4	59.6	65.6	60.0	64.3	C	C	54.5	53.8
5	68.8	57.7	34.2	55.2	42.3	52.4	O	O	66.7	41.1
6	59.1	56.0	46.9	54.3	29.5	50.9	V	V	51.1	37.2
7	50.0	55.4	55.3	54.9	62.3	52.5	I	I	52.8	37.4
8	54.8	58.8	52.3	57.8	58.7	55.7	D	D	47.8	39.8
11	41.7	48.6	51.6	47.9	24.4	45.4			25.0	41.4
District	60.8	59.2	54.9	57.7	50.9	55.5			50.2	44.2

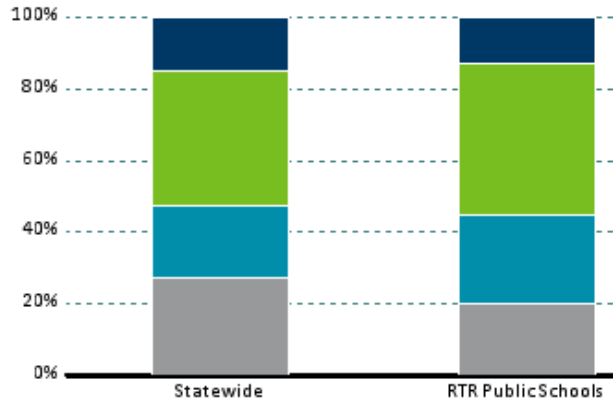
Reading

2021 Reading All Accountability Tests Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	52.5%	353,459
RTR Public Schools	55.3%	302

2021 Reading All Accountability Tests Grade All Grades

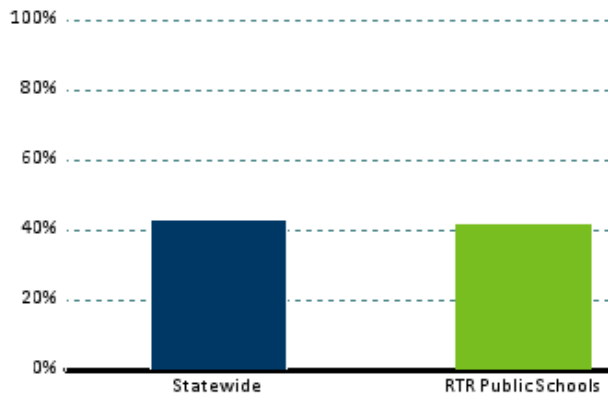


Measure	Exceeds	Meets	Partially Meets	Does Not Meet
Statewide				
Count	53,408	132,169	72,184	95,698
Percent	15.1%	37.4%	20.4%	27.1%
RTR Public Schools				
Count	39	128	75	60
Percent	12.9%	42.4%	24.8%	19.9%

Grade	2016-2017		2017-2018		2018-2019		2019 - 2020		2020-2021	
	RTR	State	RTR	State	RTR	State	RTR	State	RTR	State
3	62.0	57.0	68.9	56.2	61.5	55.0			50.0	48.5
4	66.7	57.3	52.9	56.2	51.1	55.9	C	C	38.6	49.3
5	75.0	67.9	73.7	67.5	73.1	66.2	O	O	63.6	59.4
6	65.9	63.8	67.3	64.9	68.2	63.2	V	V	63.8	55.0
7	61.9	57.9	55.3	58.7	56.6	57.9	I	I	60.4	48.3
8	52.4	59.3	65.9	59.1	48.9	58.2	D	D	56.5	49.7
10	81.8	61.0	76.7	59.9	64.6	61.1			53.5	58.3
District	66.1	60.6	65.3	60.4	60.7	59.7			55.3	52.5

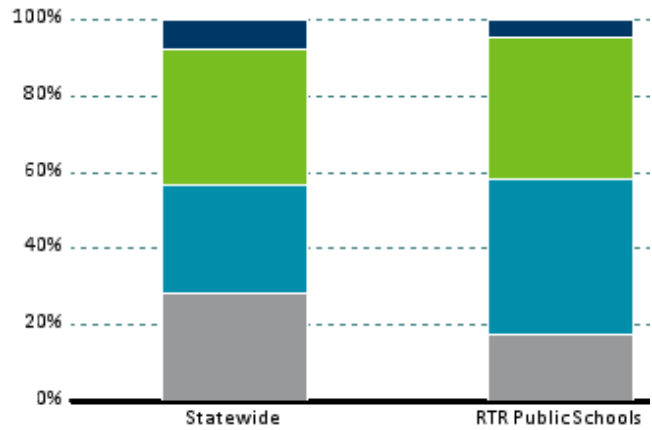
Science

2021 Science All Accountability Tests Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	43.1%	136,351
RTR Public Schools	41.6%	125

2021 Science All Accountability Tests Grade All Grades



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
Statewide				
Count	10,546	48,270	38,723	38,812
Percent	7.7%	35.4%	28.4%	28.5%
RTR Public Schools				
Count	6	46	51	22
Percent	4.8%	36.8%	40.8%	17.6%

Grade	2016-2017		2017-2018		2018-2019		2019 - 2020		2020-2021	
	RTR	State	RTR	State	RTR	State	RTR	State	RTR	State
5	39.2	60.0	69.2	58.2	49.1	54.9	COVID		48.5	47.9
8	32.6	46.2	36.2	45.2	44.7	43.0			43.5	33.8
HS	59.5	56.3	76.7	52.2	47.6	54.4			34.8	48.3
District	42.7	54.2	57.8	52.0	47.2	50.7			41.6	43.1

Graduation Requirements

Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, a student's high school coursework must include at least the minimum state course credit requirements. Students must complete a minimum of 19 course credits as follows: 4 credits of Language Arts, 3 credits of Mathematics, 3½ credits of Science, 3½ credits of Social Studies, 1 Physical Education, 1 Health, ½ credit in Speech, ½ credit in Economics, 1 credit in the Arts, ½ credit of vocational credits, and 5 ½ elective credits.

Other State & District Standardized Assessments

The RTR District uses a variety of tests to measure student achievement and performance to determine student ability and evaluate curriculum:

- MTAS (Minnesota Test of Academic Skills) - The Minnesota Test of Academic Skills is Minnesota's alternative assessment based on alternate achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum. Grades 3-8 & High School.
- FastBridge assessments are administered 3 times throughout the school year for all students in Grades K - 8. Progress monitoring is done more frequently for those students receiving targeted interventions in grades K through 8.
- STAR Assessments—The STAR Assessments are computer-adaptive tests used to assess a student's early literacy, reading, & math capabilities. STAR Early Literacy is for Kindergarten students and addresses the following domains: general readiness; graphophonemic knowledge; phonemic awareness; phonics; comprehension; structural analysis; & vocabulary. The STAR Reading assessment is used for Grades K-5 students and addresses the following domains: word knowledge and skills; comprehension strategies and constructing meaning; analyzing literary text; understanding author's craft; and analyzing argument and evaluating text. The STAR Math assessment is used for Grades 1-5 students and addresses the following domains: number & operations; algebra; geometry & measurement; and data analysis, statistics, and probability.
- The PSAT is offered to students in Grade 10 in order to qualify for national merit scholarship opportunities. It also serves as a preparation for the ACT.
- ACT, a college readiness assessment, is a standardized test for high school achievement and college admissions. It is offered to students in Grade 11 as well as the ACT Writing Test.
- The ASVAB is given to all Grade 11 students; it is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Student Supports

Student Supports at the Elementary School:

- Special Education pull-out classes and interventions
- Title 1 interventions
- FastBridge progress monitoring
- Data driven decision-making using classroom and school program data (STAR, MCA-III)
- Alignment and implementation of Minnesota Academic Standards
- Technology hardware resources - Smart view boards, iPads in Kindergarten, and Chromebooks in Grades 1 through 5.

Student Supports at the Middle School:

- Data driven decision-making using classroom and MCA data
- Technology hardware resources - one-on-one Chromebooks, computer labs, Smart Boards
- Summer school for credit recovery through RTR ALP
- FastBridge for progress monitoring
- MCA enrichment classes in Reading and Mathematics

Student Supports at the High School:

- Technology hardware resources - bring-your-own-device (BYOD), rental Chromebooks, computer labs, and Smart Boards
- Summer school for credit recovery through RTR ALP
- Data driven decision-making using classroom and MCA data
- Offerings of ACT, ASVAB, and PSAT tests to predict future student success

Teacher & Principal Supports

School as a Learning Community:

- School-wide instructors continue creating formative assessments in all curriculum areas and selecting priority standards and writing learning targets with annual emphasis determined by leadership teams.

Mentoring Program:

- Teachers new to the district are paired with an experienced teacher and meet as determined by the building principal. Teachers meet beyond their first year as determined by the principal in the mentoring program. A district mentor coordinator oversees the program.

Evaluation Process:

- Non-tenured teachers are evaluated three times a year with positive feedback and coaching given by the principal; tenured teachers are evaluated at least once every three years.
- Evaluations are tracked using Perform/TalentEd.
- Principals are evaluated once a year by the superintendent.

Systemic, Building, and District Supports

Staff Development/District Advisory Committee:

The 2021-2022 District Staff Development Committee members:

Angela Fritz	Elementary School Teacher
Ashlei Hoffmann	Middle School Teacher
Erick Harper	High School Teacher
Cristy Olsen	Elementary Principal
Daniel Bettin	High School Principal
Darren Baartman	Middle School Dean of Students
David Marlette	District Superintendent

This committee meets periodically throughout the year to plan staff development activities. Staff development and general instructional goals have been determined and continue to be addressed. We are focused on standards alignment and differentiating instruction to assist our students with raising their achievement levels. These goals are addressed and reviewed at staff development workshops as a means of improving instruction, student learning, and test scores.

Best Practices Strategies & Action Steps

Curriculum Best Practices:

The RTR School District has adopted resources that align with the Minnesota Academic Standards in Reading, Math, Social Studies, and Science. RTR teachers are implementing assessments in all curricular areas by aligning with written learning targets based on standards and benchmarks of the Minnesota Academic Standards. This allows teachers in the RTR Schools to understand requirements from other grade levels & content areas, share the content and skills that are taught in each grade level, and align to state standards throughout.

The RTR School District will continue to monitor and review the current curriculum to ensure the implementation of best practice models. Data from the MCA assessments, as well as data from other district testing, will be reviewed to enhance the curriculum and instructional practices.

Instructional Best Practices:

Staff Development addresses instructional and assessment best practice strategies as well as the following:

- Teachers are sent to specific training, workshops, and conferences each year that improve and focus on instruction and assessments.
- Collaboration in PLC's focus on establishing common assessments that align with learning targets written based on the Minnesota Academic Standards.
- We are in a shared services collaborative with 5 other school districts which involves multi-district staff development.

Assessment Best Practices:

The district has created and implemented Standards-Based Report Cards instead of the traditional report cards in grades K-5. This report card format will provide parents with a better understanding of the progress their child is making.

The district will continue to implement percentage-based report cards in grades 6-12. This report card format will provide parents and students with a consistent format accepted by post-secondary educational institutions.

Highly Qualified Teachers:

All teachers employed by the RTR Public School District are certified and teaching in their licensure areas. All paraprofessionals must pass the ParaPro Assessment or have a two-year degree from an accredited college to meet the highly qualified requirements.

Student Achievement Plans

Local Literacy Plan:

RTR District Local Literacy Plan is to set a goal that all general education students achieve grade-level proficiency in Reading by Grade 3. See District Goals (following) for the overarching goal and data results associated with this plan.

Title I Plan:

RTR Elementary receives Title 1 funds that are used to help ensure that all children from low-income families meet challenging state academic standards. RTR Elementary Title I services provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

School Readiness Plan:

The RTR School Readiness Plan includes Early Childhood programming that works with children 3-5 years of age to help them transition from Early Childhood to Kindergarten. Preschool screening programs are held to determine school readiness, intervention needs, and begin support services as soon as possible to impact future success in learning. Information is available on the district webpage.

Student Transition Plan to College & Career Readiness:

RTR High School Ramp-Up to Readiness Program was implemented in 2016-2017 in Grades 9-12 and was expanded in Grades 6-8 in 2017-2018. Ramp-Up to Readiness is school-wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success.

2021-2022 District Goals

All Students Ready for Kindergarten:

By the spring of 2022, 90% of the students in preschool will be able to name 20/26 uppercase letters as measured by a locally designed assessment.

All Students in Third Grade Achieving Grade-Level Literacy:

By the spring of 2022, 75% of students in 3rd grade will demonstrate proficiency in reading by scoring at least 126 on the FastBridge CBM Reading assessment.

Closing Achievement Gap(s):

- By spring 2022, the RTR Public School District will decrease the achievement gaps in Math Proficiency between students in Special Education and those not in Special Education by 1% as measured by the Math MCA-III/MTAS.

Math Proficiency	2016	2017	2018	2019	2020	2021
Non-SPED Students	57.4%	64.0%	58.1%	54.6%	COVID	53.7%
SPED Students	23.5%	26.9%	19.9%	18.6%		22.9%
Achievement Gap	33.9%	37.1%	38.2%	36%		30.8%

- By spring 2022, the RTR Public School District will decrease the achievement gaps in Reading Proficiency between students in Special Education and those not in Special Education by 1% as measured by the Reading MCA-III/MTAS.

Reading Proficiency	2016	2017	2018	2019	2020	2021
Non-SPED Students	63.5%	70.2%	70.8%	65.5%	COVID	60.9%
SPED Students	32.4%	25.0%	23.3%	17.1%		13.9%
Achievement Gap	31.2%	45.2%	47.5%	48.4%		47.0%

- By spring 2022, the RTR Public School District will decrease the achievement gap in Math Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by the Math MCA-III/MTAS.

Math Proficiency	2016	2017	2018	2019	2020	2021
Non-FRP Students	59.7%	66.5%	60.3%	55.3%	COVID	54.8%
FRP Students	39.8%	45.7%	35.3%	35.9%		36.4%
Achievement Gap	19.9%	20.8%	25%	19.4%		18.4%

- By spring 2022, the RTR Public School District will decrease the achievement gap in Reading Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by the Reading MCA-III/MTAS.

Reading Proficiency	2016	2017	2018	2019	2020	2021
Non-FRP Students	67.6%	69.9%	68.6%	65.5%	COVID	58.5%
FRP Students	42.4%	57.6%	50.6%	44.8%		46.2%
Achievement Gap	25.2%	12.3%	18%	20.7%		12.3%

All Students Career and College Ready by Graduation:

- By spring 2022, the RTR Public School District will send 90% of students in Grades 9-11 to college fairs/expos as tracked by attendance.
- The RTR Public School District will provide access to a minimum of 23 college-level credits.

All Students Graduate:

- By spring 2022, the number of students graduating from the RTR Public School District within 4-years will be at or above 90%.

RTR Public Schools welcome any feedback that you may have regarding this report or the work being done within District 2902. Parent input is encouraged and necessary for building a strong foundation for high-achieving citizens. Your opinions matter! Please direct questions and comments to your Superintendent David A. Marlette, building administrators, or any School Board member.

CONTACT US

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