



## 2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** Round Lake-Brewster School District 2907

**Grades Served:**

**WBWF Contact:**

**A and I Contact:** Soom Chandaswang

**Title:**

**Title:** Nobles County Integration Collaborative:

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes

No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 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 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>By 2020, 75% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close the achievement gaps.</i>	Check one of the following:  <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	No baseline	<i>23 teachers participated</i>  <i>12 took the survey</i>  <i>8/12 = 66.6%</i>	Check <b>one</b> of the following:  <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

- *Data:*
  - *Participant Survey*
- *Strategies:*
  - *Home Visit Program/Trainings*
  - *Professional Development Opportunities – about factors that contribute to achievement gaps and strategies to narrow academic achievement gaps including culturally responsive practices.*
- *How well are you implementing your strategies:*
  - *The Home Visit program was offered throughout the year. The teachers/counselors received trainings.*
  - *23 teachers participated in culturally responsive training opportunities, 12 responded to the survey, 66% (8/12) of the participants reported an increased knowledge and understanding of factors that contribute to achievement gaps.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *Although the percentage decreased from the previous year, more teachers participated in the training. Unfortunately, we only received feedback from 12 out of the 23 participants.*

## Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
To review local data and best practice research to determine what changes in district policy and practice are needed to improve equity and/or narrow achievement gaps. By 2020, the percentage of racially/ethnically diverse teachers will increase from 4% to 8% and 15 % of district personnel will be racially/ethnically diverse.	Check one of the following:  <input checked="" type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	<i>Racially/ethnically diverse teachers 4%</i>  <i>District wide racially/ethnically diverse staff 3%</i>	<i>Racially/ethnically diverse teachers 6.6%</i>  <i>District wide racially/ethnically diverse staff 20.8%</i>	Check <b>one</b> of the following:  <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

- **Data:**
  - *Internal District Data*
  - *MDE Report Card – Staffing Profile*
- **Strategies:**
  - *Provided opportunities for professional development in the areas of closing racial and economic achievement gaps.*
  - *Presented and made recommendations to school administrators and school board members regarding changes to practice or policy that could narrow achievement gaps, including strategies to recruit and retain diverse teachers and staff.*
  - *Collaborated with MN Education Equity Partnership (MNEEP) to develop strategies and tools that can be utilize by stakeholders.*
- **How well are you implementing your strategies?**
  - *The conversations of recruiting and retaining diverse staff has been a continuous effort with school administrators, school board members, and NCIC equity team.*
  - *NCIC collaborated with WHS, MN West, and Southwest Minnesota State university in working towards creating a teacher pathway program to diversify the workforce.*
  - *An action plan has been set for the Teacher Pathway program to start Fall 2019.*
- **How do you know whether it is or is not helping you make progress toward your goal?**  
*According to our data, there was a slight decrease in Ethnically/Racially Diverse Teachers/Licensed Staff by 1.4%, but the Racially/Ethnically diverse staff across the district has an increase of 16.8% from the previous year.*