

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

*District or Charter Name: Independent School District 518*

*Grades Served: K-12*

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### Annual Report

➤ WBWF Link [www.isd518.net](http://www.isd518.net) (Left side of the page under the Resources section)

A&I Link [http://www.isd518.net/Websites/isd518/files/Content/6139426/Worthington\\_AI\\_Plan\\_Goals.pdf](http://www.isd518.net/Websites/isd518/files/Content/6139426/Worthington_AI_Plan_Goals.pdf)

### Annual Public Meeting

➤ November 19, 2020

## District Advisory Committee

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Katie Clarke	Director of Teaching and Learning	X
Ms. Sarah Nystrom	Peer Coach/Curriculum Coordinator	
Mr. Mark Prunty	Parent	
Ms. Sally Darling	Parent	
Mr. Adam Blume	Community Member	X
Mrs. Lori Dudley	Community Member	X
Mrs. Jodi Hansen	Teacher	
Mrs. Julie Linder	Middle School Physical Ed. Teacher	
Ms. Vickie Lord-Anderson	Middle School Special Ed. Teacher	
Ms. Cindy Anderson	Middle School Music Teacher	
Mr. Josh Noble	Principal	
Mrs. Cathy Mrla	Assistant Principal	
Mrs. Kara Damm	Non-teaching Staff Member	
Ms. Valerie Spielman	Non-teaching Staff Member	
Ms. Soom Chandaswang	NCIC	X
Ms. Aunna Groenewold	Student	X

## Equitable Access to Effective and Diverse Teachers

*Respond to the questions below. Limit response to 400 words.*

*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.*

- Equitable access conversations occur at both the district and building levels. Data is reviewed to determine which staff are ineffective inexperienced, and out of field. Specific student placements are made to overcome this challenge.
- Priority is given and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.
- When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.
- Occasionally, teachers request to transfer positions within the district. Administration reviews the request and potentially will allow the shift, if equitable distribution can be maintained.
- Since 66.6% of the student body is diverse, these students are in every building and every classroom. All K-4 students attend the same school and are heterogeneously dispersed among classrooms. Data used for student placement includes ACCESS data, formative assessments, teacher recommendation, and parent recommendation.
- The school district reviews teacher licensure data and identifies those who are on a variance. These individuals are placed throughout the system as to not create disparities due to distribution.
- Currently, the district is partnering with Minnesota West Community and Technical College and Southwest State University in Marshall to develop a *Grow Your Own* program. This program will focus on recruiting culturally diverse students to complete a teacher education program in Worthington.
- The teacher application pool is minimal for many positions. We embrace and attempt to hire culturally diverse teachers whenever possible.
- To build capacity in the growing number of inexperienced teachers, the district has invested in instructional coaching and implement a teacher induction program through the New Teacher Center. This program focuses on standards, curriculum, and best pedagogical practices

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. Limit your response to 400 words.*

We believe that if students are taught by teachers who are culturally diverse and/or implement culturally responsive teaching strategies, they will be more likely to embrace the profession and will consider teaching as a career. In an effort to increase racial and ethnic diverse teachers, ISD518 has partnered with Southwest State University in Marshall, and Minnesota West Community College in Worthington to apply for and receive a four year grant from the McKnight Foundation to launch this initiative. The Teacher Pathway project provides opportunities for high school students to complete five concurrent (college credit courses) in the high school and then finish their two years of schooling in Worthington. Due to cultural values, not all culturally diverse students are able to leave families to attend a college in another town. Southwest State University will begin offering years 3-4 of an elementary teacher education program in Worthington. This will reduce barriers for participants. Further, the collaborative project is connecting with the National Center for Teacher Residencies to place students within the Worthington School District system for all coursework. This program is in the first planning and implementation year and the end goal is to increase the number of racial and ethnically diverse staff in the district.

## Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

For this 2018-19 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.

## Goals and Results

## All Students Ready for School

Goal	Result	Goal Status
<p><i>The percentage of children who participate in the district preschool program will maintain the 2018 results of kindergarten readiness of at least 90% as measured by a local Kindergarten Entry Profile tool.</i></p>	<p><i>There were <b>49% (36/73)</b> of students who met the score of 52 or higher on the local Kindergarten Entry Profile tool.</i></p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></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> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>

We are implementing the strategies well. We have seen an increase in Kindergarten Readiness again this year. Parents have demonstrated interest and commitment to education by participating in parent/family education opportunities. Our teachers are becoming more focused on assessing students' progress by observing skills throughout the class. We are still adapting to our new evaluation tool.

Following the completion of the local kindergarten entry profile tool in the spring, early childhood teachers may refer children to the summer Kindergarten Transition program. Up to 60 students participate in this 15 day summer program. So students who did not meet the readiness standard in May have additional learning opportunities in June.

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

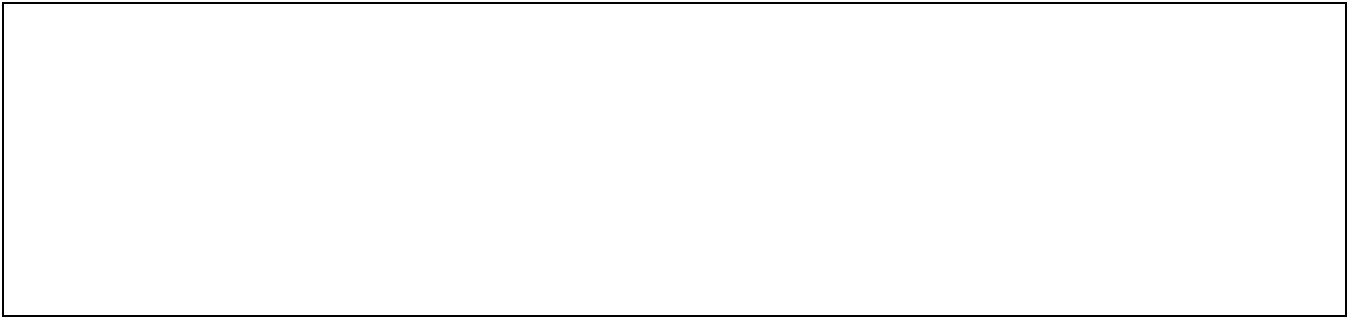
Goal	Result	Goal Status
<p><i>By 2022, 60% of students in grade 3 at Prairie Elementary enrolled by October 1, will be proficient on the Reading MCA (all accountability tests).</i></p>	<p><i>Unable to Report</i></p> <p><i>Due to COVID-19, we are unable to report.</i></p> <p><i>There is no MCA data for comparison.</i></p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input 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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

This is a five year established goal that was developed in the spring of 2018. This goal is articulated and aligns with the Read Well by Third Grade Plan. Data used to identify goals include: MCA assessments, ACCESS results, FastBridge Learning Curriculum-Based Measures, and common formative assessments. Data is disaggregated by ethnicity and each student group. Strategies in place to ensure ALL students meet this goal include:

- Focused leadership composed of administrators and teachers at Prairie Elementary. The Prairie Leadership Team (PLT) completes a Comprehensive Needs Assessment each year and develops and regularly updates a School Improvement Plan, as required by MDE and the Regional Centers of Excellence.
- Grade level Professional Learning Communities (PLC) meet weekly to analyze and discuss standards, instructional practices, and data to improve outcomes for students.
- Guided Reading and Accountable Talk are building-wide strategies selected to increase student learning in the literacy area. Grade level, job-embedded staff development is provided to staff to increase teacher competency these areas. Fidelity of strategy implementation is assessed regularly.
- Visual Phonics has been implemented to support phonics instruction in Kindergarten and First grade.
- Instructional coaching is provided to aide with data-driven, standards aligned, research-based instructional practices in the classroom.

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

Goal	Result	Goal Status
<p><i>By 2022, the percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments in Math and Reading.</i></p>	<p><i>Unable to Report</i></p> <p><i>Due to COVID-19, we are unable to report.</i></p> <p><i>There is no MCA data for comparison.</i></p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></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>





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

Goal	Result	Goal Status
<p><i>By 2022, the percentage of students at Worthington High School and Alternative Learning Center who are college and career ready will increase from 75% to 85%, as measured by the criteria listed below.</i></p>	<ul style="list-style-type: none"> <li>• <i>Rate of attendance, at least 90%</i> <ul style="list-style-type: none"> <li>○ <i>HS – 78.6%</i></li> <li>○ <i>ALC – 58.3%</i></li> </ul> </li> <li>• <i>Career goals in written format</i> <ul style="list-style-type: none"> <li>○ <i>*HS – 100%</i></li> <li>○ <i>ALC -83%</i></li> </ul> </li> <li>• <i>Completing a career assessment</i> <ul style="list-style-type: none"> <li>○ <i>*HS – 100%</i></li> <li>○ <i>ALC- 76%</i></li> </ul> </li> </ul> <p><i>*Completed in the required Freshman Careers Seminar</i></p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input 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>

## All Students Graduate

Goal	Result	Goal Status
<p><i>The percentage of student graduates in the Worthington School District will increase from 78.9% to 85% (7 year), as measured by the Minnesota Department of Education Report Card.</i></p>	<p><b>District 4 year:</b> 73.5%</p> <p><b>District 7 Year:</b> 84.7%</p> <p><b>HS 4 year:</b> 85.1%</p> <p><b>HS 7 Year:</b> 92.9%</p> <p><b>LC 4 year:</b> 41.94%</p> <p><b>LC 7 Year:</b> 59%</p>	<p><b>Check one of the following.</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input 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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Narrative is required. 200-word limit.*

# Achievement and Integration

## Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
By 2020, the percentage of students in the free & reduced priced lunch subgroup of grade 8 will increase from the current proficiency level to 50% or greater as measured by the MN Comprehensive Assessments in math.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	42.1%	No data available	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

While we did not achieve this goal, we did make progress from last year in the FRPL subgroup (Year 2 Actual: 33.1%). Further, the amount of students exceeded the MCA math proficiency standards increased from 9.3% in Year 2 to 12.4% in Year 3. This is despite overall performance on the MCA remaining relatively stable for the overall group of test takers. In Year 2, 42.9% of students overall met standards compared to 42.2% in Year 3. This shows that our strategies may be making an influence on the FRPL subgroup's math proficiency.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Data used includes:

- 8th Grade mathematics MN Comprehensive Assessment results
- Student performance-based assessments and teacher referrals
- Participants' self-reported pre-/post-survey results

This data has been disaggregated by student groups by tracking the Free and Reduced Price Lunch subgroups as well as the racial/ethnic diversity of the participants of our programs.

- What strategies are in place to support this goal area?

Strategies employed have included:

- School interventionists
- Parent involvement classes designed to help parents navigate the school system and have access to their child academically
- College visits for parents
- Home visits conducted by school counselors, teachers, and NCIC
- Homework Help days/tutoring designed for 7th-12th grade students
- Summer learning camps focused on math and STEAM-related skills

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
By 2020, 75% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	No baseline	89% (17/19 respondents)	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

This strategy has consistently yielded positive results with participating teachers and staff largely reporting our professional development opportunities have made a difference for them. This year's result is consistent with previous years despite having roughly 20% of the typical amount of respondents from previous years (Year 1: 99 participants, Year 2: 106 participants).

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Data used includes:

- Participants' self-reported survey responses

This data has not been directly disaggregated by student groups. Instead, our focus has been on teachers and staff recognizing the importance of cultural competency and reducing achievement gaps between student groups.

- What strategies are in place to support this goal area?

Strategies employed have included:

- Culturally responsive workshops/trainings
- Home visit program/training

### Achievement and Integration Goal 3

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p><i>By 2020, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report improved school climate will increase from 60% to 70%.</i></p>	<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Achievement Goal</i></li> <li><input checked="" type="checkbox"/> <i>Integration Goal</i></li> </ul>	<p><i>60%</i></p>	<p><i>83% (241/291 respondents)</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>On Track</i></li> <li><input type="checkbox"/> <i>Not on Track</i></li> <li><input checked="" type="checkbox"/> <i>Goal Met</i></li> <li><input type="checkbox"/> <i>Unable to Report</i></li> </ul>

The grade-level retreat and partnership programs have consistently yielded exceptional results. This year, our sample size is much smaller than usual because our data only includes the 5th and 7th grade post-retreat self-reported survey responses. Regardless, our results are consistent with previous years, showing that this strategy continues to be effective in improving school climate while providing a dedicated integration experience between all 6 NCIC member school districts.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Data used includes:

- Participants' self-reported survey responses

\*Note: in previous years, this has included survey responses from 4 grade levels; this year, only 2 grade levels were able to participate due to COVID-19 restrictions

This data has been disaggregated by student groups by grade level, district type (racially isolated, adjacent, etc.), and racial/ethnic background of participants.

- What strategies are in place to support this goal area?

Strategies employed have included:

- 5th, 7th, and 9th grade character retreats
- Grade-level character retreat follow-ups
- 4th grade partnership
- El Sistema Imagine for upper elementary students
- CoderDojo for upper elementary students

## Achievement and Integration Goal 4

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p><i>By 2020, the percentage of racially/ethnically diverse teachers will increase from 3% to 6% and racially &amp; ethnically diverse district-wide staff will increase to 18%. Equity Council will review local data and best practice research to determine what changes in district policy and practice could be implemented to improve equity and/or narrow achievement gaps.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input checked="" type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Racially/ethnically diverse licensed teachers: 3%</i></p> <p><i>District-wide racially/ethnically diverse unlicensed staff: 12%</i></p>	<p><i>Racially/ethnically diverse licensed teachers: 2%</i></p> <p><i>District-wide racially/ethnically diverse unlicensed staff: 19%</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Unable to Report</i></p>

In Year 3, we continued to meet our goal for the percentage of district-wide racially/ethnically diverse unlicensed staff. Unfortunately, we did not meet our goal for the percentage of racially/ethnically diverse licensed teachers. In the 2019-2020 school year, we began offering Teacher Pathway scholarships for students especially of diverse backgrounds who intend to teach in the region. While the results from this strategy will not be apparent immediately, we hope to see an improvement in this goal area through the addition of this new strategy.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Data used includes:

- Internal district data
- Minnesota Department of Education Report Card Staffing Profile

This data has not directly been disaggregated by student groups. Instead, the focus of this goal has been disaggregating staffing data for the school district since increased staffing diversity can translate to reducing student achievement barriers.

- What strategies are in place to support this goal area?

Strategies employed have included:

- Opportunities and resources in professional development areas dedicated to closing racial and economic achievement gaps
- Presentations and recommendations directly to school administrators and school board members regarding hiring and retaining diverse teachers and staff
- Collaborations with MN West Community & Technical College, Southwest Minnesota State University, and Worthington High School to offer education degrees through the Teacher Pathway Program, including the awarding of scholarships to students entering the education field
- Continued sharing of the strategies and tools from the Promise to Act Education Equity and Excellence Plan

## Achievement and Integration Goal 5

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
By 2020, at least 240 students will participate in NCIC Out-of-School-Time programs and demonstrate increased college and career readiness by writing an individualized learning plan, making at least one college visit, participating in leadership or civic engagement activities, and for seniors, completing a college or job application.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	60 students per year	110 students this year; 399 total students throughout A&I Plan duration	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

The combination of providing out-of-school time programs and college and career readiness activities has yielded strong results year-over-year. We ended at 166% of our 3 year goal met, showing that this strategy has been very effective at helping students start preparing for college or a career.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Data used includes:

- Self-reported survey responses
- Participants' cumulative GPA each quarter
- Individualized learning plans
- NCIC internal student tracking system

This data has been disaggregated by student groups using racial/ethnic background and grade level of student participants.

- What strategies are in place to support this goal area?

Strategies employed have included:

- 7th-12th grade after-school youth programs
- College preparation opportunities for students and parents
- Leadership development, civic engagement, volunteerism, and culturally-integrated learning opportunities
- College visits for parents
- Direct student support in classrooms
- Recruitment for programs and opportunities for students during students' lunch time
- Connecting/mingling with students during students' lunch time
- CoderDojo programming for 1st-12th grade



## Integration

Our integration strategies have consistently exceeded expectations. The largest strategy for this goal area are grade-level retreats and partnerships including all 6 NCIC member school districts. Based on a 3-year running average of pre-/post-event survey responses, these strategies have greatly improved school climate. Disaggregating student information by racial and ethnic background shows this overall trend to hold true.

Our other integration strategies have likewise shown promising results through participants' self-reported survey responses. These include:

- El Sistema Imagine and El Sistema Theater Camp--engaging elementary students in an integrated out of school time and summer integrated music education program. This is intended to enable students to build relationships with a diverse group of peers and to foster a sense of belonging and leadership through participation in a performing music program. Three school districts are actively involved in this integrated opportunity.
- Summer STEAM opportunities--collaborations between two-member school districts designed to increase math and STEAM-related skills of participants
- CoderDojo program--a fully integrated opportunity offered to all six NCIC member school districts for 1st-12th grade students. Attendees learn to code as well as to develop websites, games, apps, and programs.

## Impacts of Distance Learning

In the spring, COVID-19 did require adjustments to our strategies. Many opportunities were canceled in the shift to distance learning. Others were modified to be completed remotely through contact-free drop off kits and Zoom sessions. Thankfully, we offer opportunities throughout the year and did have the ability to provide offerings to meet each of our Achievement and Integration Plan goal areas prior to March 2020. The main impact on our data collection was smaller sample sizes. Since we were unable to provide professional development, home visits, or in-person youth programming starting in March 2020, our sample sizes are not consistent with those of previous years. This means that the value of comparison to previous years is reduced, though the data we did collect still provides a valuable insight into the performance of each strategy.

For our 2020-2021 school year A&I planning, we have started out using a similar plan as used from March-May 2020. This means we are primarily aiming to achieve our goals through remote opportunities including contact-free drop off kits and Zoom sessions. While this year looks very different than previous years, we hope to continue achieving our A&I goals.