



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

District or Charter Name: Round Lake-Brewster Public School District

Grades Served: K-12

WBWF Contact: _____

Title: _____

Phone: _____

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A and I Contact: Soom Chandaswang

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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 a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

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 school year. *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 school year. *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.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
By 2020, the percentage of 3rd grade students, in free and reduced lunch subgroup, who are proficient in reading according to MCA results, will increase by 6%.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	42.9%	No data available	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Due to COVID-19, there is no MCA data available. We will continue to focus heavily on increasing 3rd grade literacy and improving the reading proficiency level, with a focus on seeing improvement in the proficiency of the FRPL subgroup.

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

Data used includes:

- 3rd Grade reading 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 to provide academic support to elementary students that are below grade level on literacy
- Parent involvement classes designed to help parents navigate the school system and have access to their child academically
- Out-of-school time programs and/or summer programs to provide extra academic support to elementary students

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (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	No baseline	73% (8/11 respondents)	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

In Year 3, we missed our goal by 2%. COVID-19 did impact the ability to offer professional development opportunities, leading to a very small sample size. In the future, we hope to be able to offer more professional development opportunities to a greater number of staff in order to gather meaningful data about the efficacy of this strategy.

- 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 or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
By 2020, on a district administered survey, the percentage of students in grades 4, 5, and 7 who report improved school climate will increase from 60% to 70%.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	No Baseline	65.1% (28/43 respondents)	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

The grade-level retreat and partnership programs have consistently yielded exceptional results in previous years. 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. Our results this year are out of the norm, likely impacted by the role of COVID-19 and the smaller sample size available.

- 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 or Integration Goal?	Baseline	Year 3 (2019-20) 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	Racially/ethnically diverse licensed teachers: 4% District-wide racially/ethnically diverse unlicensed staff: 3%	Racially/ethnically diverse licensed teachers: 6% District-wide racially/ethnically diverse unlicensed staff: 11%	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

In Year 3, we did not meet our goal for increasing the percentage of racial/ethnic diversity seen in licensed teachers and staff. We did, however, continue to see an improvement from the baseline year. 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

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

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:

- 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 from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

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 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.