



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

District or Charter Name: Tri-County ISD 2358

Grades Served: WBWF Contact: Ryan Baron

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Title: N/A

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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.

World's Best Workforce

Annual Report

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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ The report is available electronically at <http://www.tricounty.k12.mn.us/worlds-best-workforce-report.html>. The report will be under DISTRICT >> OFFICIAL NOTIFICATIONS >> WORLD'S BEST WORKFORCE.

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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

➤ The school board annual public meeting to review progress on the WBWF plan for the 2018-2019 school year is scheduled for Wednesday, November 20th, 2019, 7:30 p.m. in the School Library.

District Advisory Committee

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 2018-19 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	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ryan Baron	Superintendent/K-12 Principal	
Heidi Hanson	Dean of Students	
Jenna Caldwell	School Board	
Jena Duray	School Board	
Melissa Thompson	Secondary Faculty	
Jennifer Klegstad	Special Education	
Beth Budziszewski	Parent	
Justina Pietruszewski	Arts Faculty	
Brad Thompson	CTE Faculty	
Matthew Dehnert	Clergy Representative	
Kylie Shetler	Student Council	
Jada Klegstad	Student Council	

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 in 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.

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.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

The district meets together with the Leadership Team to review equitable access data. The Leadership team reviews data from the Department of Education’s Minnesota Report Card. The team reviews who the students are, how they are performing, the staff that is employed, and their staff assignments. This data is reviewed bi-annually.

- Who was included in conversations to review equitable access data?

Students are placed by staff. Staff includes teachers, office assistants, special education teachers, and parent requests. The district does its best to place students in an environment that will promote learning and understanding in the best possible way. Parent suggestions are accepted and used when possible as well as communication with parents regarding differences when made. Placement is based on what is best for the student, meeting their needs, and what will be the best plan to provide those needs.

- What equitable access gaps has the district found?

Our district uses MCA data and STAR data to determine student progress. When considering students of color and American Indian students, we still focus on the needs of the student and what will help them to best learn. Academic and social-emotional needs are always considered when a student is placed in classrooms or programming. It has been found that fewer low income students are enrolled in accelerated classes.

- What are the root causes contributing to your equitable access gaps?

Our primary gap are with those students who are struggling the most learning and those with learning disabilities. They are mainly lower income students who did not have early education. Achievement at an early age is a strong indicator of future access to accelerated classes.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

We have discovered a teacher shortage in the rural areas of Minnesota. The district posts positions in as many locations as possible to hire staff that have skills and experiences working with students of diverse needs. We have been fortunate to be able to hire staff that have worked with students of varying needs and can bring those skills and experiences to our school district.

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

The district created a mentorship program to support our teachers and to help them with challenges. Professional development is provided to help teachers meet the needs of diverse students. This helps in retention of our teachers that we have and helps eliminate the gap.

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.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

Our student body consists of 200 students. Of these students 96.5% of our students are White, 1.5% are Hispanic, 1.5% are Asian, and 0.5% are African American. We currently do not have Asian, Hispanic, or African American licensed staff members.

- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Our district would need 1 Hispanic, 1 Asian, and 1 African American teacher to reflect the student population.

- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

Our school is in a small rural Minnesota community. Connecting students to cultural diversity is always a concern for our District. We have a very low diversity ratio and the hiring of a diverse teacher population is challenging in our area, but we always keep looking to use and hire staff when we can.

- 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 post positions in as many locations as possible and try to hire staff that have skills and experiences working with students of diverse needs. We have been fortunate to be able to hire staff that have worked with students of varying needs and can bring those skills and experiences to our school district.

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 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.

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.

All Students Ready for School

Goal	Result	Goal Status
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<p><i>The goal for the 2018-2019 school year will be to increase the percent of students at or near target (Yellow or Green) in the below 5 areas of literacy by 2% in each area or measure at least 75% in a literacy area at or near target.</i></p> <p><i>Picture Naming (oral language): 78%</i> <i>Letter Names: 73%</i> <i>Rhyming: 75%</i> <i>Alliteration: 74%</i> <i>Letter Sounds: 76%</i></p> <p><u>New Goal</u> <i>The goal for the 2019-2020 school year will be that at least 80% of the preschool students will meet or exceed age level expectations as indicated in the TS Gold assessment domains of social emotional, Language, Cognitive, Literacy, mathematics, and physical skills.</i></p>	<p><i>Picture Naming (oral language): 78%</i> <i>Letter Names: 76%</i> <i>Rhyming: 75%</i> <i>Alliteration: 76%</i> <i>Letter Sounds: 77%</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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 kindergarten</p>
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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?
Teaching Strategies GOLD assessments
IGDI's assessments
Data is disaggregated by student age, gender, and free or reduced lunch status.
- What strategies are in place to support this goal area?
Targeted curriculum completed daily.
Assessments are completed 3 times/year.
Monthly progress monitoring

- How well are you implementing your strategies?
Strategies are being implemented by 100% of the team members.
- How do you know whether it is or is not helping you make progress toward your goal?
Monthly progress monitoring data.
GOLD & IGDl's assessment data.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>By the end of the 18-19 school year, our goal is to have 60% of our 3rd grade students to be able to correctly read 100 or more words per minute as measured by the Scott Foresman Reading Street oral fluency assessment.</i></p> <p><u>New Goal</u> Currently 65% of third grade students demonstrated proficiency in reading comprehension by scoring at or above “strategic intervention” as shown on the Fall 2019 Reading Street baseline assessment.</p> <p>The goal for 2019-2020 is 70% of third grade students will demonstrate proficiency in reading comprehension by scoring at or above “strategic intervention” as shown on the Spring 2020 Reading Street baseline assessment.</p>	<p><i>68.75% of 3rd grade students were able to correctly read 100 or more words per minute.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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>

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?
Data from Reading Street baseline assessments were used. This data shows overall vocabulary, comprehension, and oral fluency.
Data was disaggregated by individual students. Those students were then placed in different data groups based on scores showing “at risk”, “strategic intervention”, and “on/above level”.
- What strategies are in place to support this goal area?
Benchmark tests and screenings

Title I support and interventions

Small groups and individual instruction

- How well are you implementing your strategies?
Progress monitoring is done to ensure that strategies are provided with integrity needed to help the students progress and to help identify those that continue to struggle.
- How do you know whether it is or is not helping you make progress toward your goal?

Progress monitoring

Assessments

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><u>Multi-Year Goal</u> <u>2018-2019 & 2019-2020</u></p> <p><i>To meet the Commissioner of Education’s Goal to reduce the achievement gap by 2020, the proficiency GAP between the FRP and Non-FRP students for grades 3- 10 tested within Tri-County Schools on MCA Reading accountability tests will decrease from a gap of 9.5% to a gap of 7% by 2020 when comparing the Non-FRP student population to the free-reduced lunch eligible population. Our proficiency of Non-FRP and FRP student groups will increase from 79.5% for Non FRP students’ proficient to 81% by 2020 and the FRP eligible proficiency rate will increase from 70% proficient to 74% proficient by 2020.</i></p>	<p><i>2018-2019 Results</i></p> <p><i>District-wide Reading Proficiency Gap between FRP & Non-FRP</i></p> <p><i>2018 - 9.5%</i></p> <p><i>2019 - 4.9%</i></p> <p><i>Reading Proficiency Non-FRP</i></p> <p><i>2018 - 79.5%</i></p> <p><i>2019 - 67.6%</i></p> <p><i>Reading Proficiency FRP</i></p> <p><i>2018 - 70.0%</i></p> <p><i>2019 - 62.7%</i></p>	<p>Check one of the following:</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>

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?

We have used district MCA data disaggregated by our Free-Reduced Price Lunch students compared to our Non-Free-Reduced Price Lunch students, and the total district population results.
- What strategies are in place to support this goal area?

For 2019-2020 the district placed a heavy emphasis districtwide on the subject area of reading through Professional Learning Communities (PLC’s).
- How well are you implementing your strategies?

We began implementing these strategies at the beginning of the 2018-2019 school year and continuing the process in the 2019-2020 school year
- How do you know whether it is or is not helping you make progress toward your goal?

In the PLC’s the teams will look at MCA data, FAST data, and other locally generated information to conduct progress monitoring.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>100% of our 10th grade student will complete an individual learning plan during the 2018-2019 school year which will include career and college planning and preparation.</i></p> <p><u>New Goal</u> <i>In 2018-2019 100% of 10th-grade students completed a learning plan that included a resume. In 2019-2020 the students will continue to maintain a high rate of completion and at least 90% will complete a resume highlighting their skills, qualities, and their career ready accomplishments by the end of their 10th grade school year.</i></p>	<p><i>100% of the 10th graders completed an individual learning plan.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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>

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?
*Data used is student surveys and career fair surveys.
The data is disaggregated by students who are interested in pursuing college and those that intend on joining the workforce after graduation.*
- What strategies are in place to support this goal area?
*Guidance Counselor
Careers Teacher
In-house college visits and career fairs*
- How well are you implementing your strategies?
*Implementation is going very well. The career counselor continues to research other areas to determine what data to measure to assure our students are career and college ready.
Continue to partner with local businesses to make sure the school understands the skills the workforce is looking for.
Counselors follow up with students to make sure resumes are completed.*
- How do you know whether it is or is not helping you make progress toward your goal?
Students are completing their resumes that include college and career ready accomplishments by the end of 10th grade.

All Students Graduate

Goal	Result	Goal Status
<p><i>The graduation rate for the class of 2018 was 100%. Our goal for the Class of 2019 will be to maintain a high graduation rate and have a graduation rate of over 90%.</i></p> <p><u>New Goal</u> <i>Our goal for the Class of 2020 will be to continue to maintain a high graduation rate and have a graduation rate of over 90%.</i></p>	<p><i>100% of students graduated in 2018-2019.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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.

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

Graduation data by student groups are evaluated such as; graduation rates for students including all special education students, graduation rates by ethnicity, and graduation rates for students on free/reduced priced lunch. .

The data is also disaggregated into students groups based on those wishing to pursue college after graduation and those wishing to join the job force after graduation. This information is gathered from the students completing individual plans.
- What strategies are in place to support this goal area?

Counseling services to support students to be career and college readiness.

Numerous opportunities for students to excel outside of the school building bricks and mortars.

Credit recovery opportunities.

Student course credits are evaluated bi-annually. Students who are in danger of not graduating are identified and monitored to make sure that they have a plan in place to obtain any missing credits. Student attendance is monitored weekly. Students who miss more than the allotted days are placed on an attendance contract.
- How well are you implementing your strategies?

We had a 100% graduation rate for the 2018-2019 school year
- How do you know whether it is or is not helping you make progress toward your goal?

We can identify that it is helping us make progress by the number of students successfully graduating.