



2019-20 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: K-12

WBWF Contact: Ryan Baron

A&I Contact: NA

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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 an MDE approved Achievement and Integration plan during the 2019-20 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 2019-20 SY. 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 SY. 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.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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 <https://tricity.k12.mn.us/official-notifications-2020-21.html>. The report will be under DISTRICT>OFFICIAL NOTIFICATIONS

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-2020 school year is scheduled for Wednesday, January 20th, 2021, 6:00 p.m. in the school library.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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 2019-20 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	Parent	
Melissa Thompson	School Faculty	
Jennifer Klegstad	Special Education	
Justina Pietruszewski	Arts Faculty	
Brad Thompson	CTE Faculty	
Haylie Holmgren	School Faculty	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

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 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.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- 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 data was put into the Equity Dashboard tool to determine gaps and areas of concern. The data examined included number and percentages of staff of color and American Indian staff as well as number of years of experience and education level of staff. The district meets together with the Leadership Team to review this equitable access data. The Leadership team also 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 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.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Limit response to 200 words.

Our student body consists of 203 students. Of these students 95.1% (193) of our students are White, 1.5% (3) are Hispanic, 2% (4) are Asian, and 1.5% (3) are African American. We currently do not have Asian, Hispanic, or African American licensed staff members. Our district would need 1 Hispanic, 1 Asian, and 1 African American teacher to reflect the student population.

- 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?

Limit response to 200 words.

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. In the last ten years, no teachers of color have applied for positions that the district has posted.

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 2019-20 WBWF summary report submission, *please check the lines below* 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
<p><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>All of our preschool students met or exceeded age level expectations on the TS Gold assessment domains of social emotional, language, cognitive, literacy, mathematics, and physical skills.</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> <p><input type="checkbox"/> Unable to report</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?

Teaching Strategies GOLD assessments and IGDl's assessments were used to identify needs in this goal area. Data is disaggregated by student groups and analyzed to determine which students are above, at, or below proficiency. Data is also disaggregated by students age, gender, race, and free or reduced lunch status.

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

The strategies that are in place to support this goal area are targeted curriculum completed daily, assessments are completed 3 times/year, and monthly progress monitoring. The data information is shared with classroom teachers to discuss results in staff meetings and PLCs.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>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.</i></p>	<p>Unable to report progress due to the disruption of learning and assessments in the spring of 2020. Required data was not collected due to students being in distance learning.</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 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> <p><input checked="" type="checkbox"/> Unable to Report</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?

The strategies that are in place to support this goal are Benchmark tests and screenings, Title I support and interventions, and small groups and individual instruction. Teachers also use a multi-tiered system of support and interventions. They use reciprocal reading and guided reading as part of their core instruction to increase students’ skills in literacy and reading comprehension.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<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>Unable to report progress due to the disruption of learning and assessments in the spring of 2020. State MCA assessments were not conducted statewide.</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 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 checked="" type="checkbox"/> Unable to Report</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 III test data disaggregated by white students, students of color, 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?

Teachers meet in PLCs to review evidence of student learning and determine needed interventions for specific students or groups of students. Students are grouped to receive instruction specific to their areas of need.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>In 2019-2020, 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>100% of the 10th graders completed an individual learning plan.</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"/> Unable to Report</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 to identify needs in this goal area are student surveys and career fair surveys. The data is disaggregated by students who are interested in pursuing college to receive a certificate or degree and those that intend on joining the workforce after graduation.

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

The strategies that are in place to support this goal area are a Guidance counselor to help students with their career pathway, the careers teacher to help them learn about different professions and job opportunities, in-house college visits, job shadowing, and career fairs.

All Students Graduate

Goal	Result	Goal Status
<p><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>The graduation rate for the class of 2020 was 100%</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> <p><input type="checkbox"/> Unable to Report</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 student 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?

The strategies in place to support this goal area are 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.

Submitted 3/9/2021

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1615309418_6047aa6a4a5079.38711442&sg_navigate=start