DEPARTMENT OF EDUCATION

2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**. You can copy your responses from this template into the electronic form.

District or Charter Name: Verndale School District

Grades Served: PK-12th Grade

WBWF Contact: Paul Brownlow	A&I Contact: N/A
Title: Superintendent	Title: N/A
Phone: (218) 445-5184	Phone: N/A
Email: pbrownlow@verndaleschool.org	Email: N/A

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

___Yes _X__ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

   Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) 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.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 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.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
    - December 6, 2021

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 2020-21 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)
Paul Brownlow	Superintendent/Parent	N/A
Katie Bolland	K-12 Principal	N/A
Katie Tackmann	School Counselor	N/A
Tahna Rurup	School Board/Parent	N/A
Jennifer Cameron	Elementary Teacher/Parent	N/A
Tim Fiskum	High School Teacher/Parent	N/A
Jennifer Veronen	Intervention Teacher	N/A
Jessica Johnson	Parent	N/A
Tyler Fisher	Parent	N/A
Amanda Snyder	Paraprofessional/Parent	N/A
Blake Sumstad	Student	N/A
Madison Schmitz	Student	N/A

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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?
  - Who was included in conversations to review equitable access data?

Limit response to 200 words.

Verndale School is fortunate to have a highly-trained, experienced, and appropriately licensed teaching staff. A majority of our teachers have more than three years of experience, 25% of our teachers have advanced degrees in education, and 95% of our teachers are appropriately licensed in their respective fields. Teacher effectiveness is measured with the district's Teacher Development and Evaluation system using Level 2 of Marzano's High Reliability Schools framework. This framework concentrates on teacher development and growth with elements that improve teacher instruction and student learning. An instructional coach is also available to all teachers to facilitate their growth as professionals. Professional learning communities meet two times per month to share strategies, create common assessments, and reflect on their professional practice.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

The school district has a robust mentorship program that onboards new teachers in our school district. Each teacher is assigned a mentor to assist them throughout the first two years of their teaching career in Verndale. This facilitation includes work on the High Reliability Schools framework. In addition to the mentorship program, the instruction coach designates time for new teachers to ask questions and get practical strategies for their classroom instruction.

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?
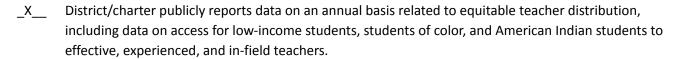   **Limit response to 200 words.**

The district would need two additional teachers to better reflect the student population of our school.

  - 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.

The school district uses Frontline and other methods to actively attract qualified candidates to our school district. Our regional service cooperative provided a virtual job fair to help districts attract qualified candidates throughout our area, state, and region. Unfortunately, our small, rural school is too far away from a regional center to entice new or experienced teachers to our location. Because of this issue, the school district works very hard to retain the quality staff that are currently working in the building. We only see this issue compounding year after year. Therefore, it is imperative for our school to attract, develop, and retain high quality teachers in any way possible.

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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

_X__ 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.

_X__ 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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. Ninety percent (90%) of the students who attend the Verndale School Readiness program will score at or above the target level for kindergarten readiness in the fall of 2021 using the identified social and/or academic benchmarks.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Fourteen of the twenty students (70%) met the identified benchmarks for kindergarten readiness. Distance learning in April and May had a significant impact on our young learners.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _X__ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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

The school readiness and kindergarten teachers meet in a professional learning community to determine the benchmarks that are necessary to ensure students are ready for learning in kindergarten. This data includes social and academic skills that are necessary for students to learn and grow at this early level.

Our staff disaggregate the data and are fortunate to have the early childhood special education teacher on the teaching team. All students are integrated into the school readiness classroom to ensure they are ready for the learning that takes place in the kindergarten classroom. Our ECSE teacher facilitates the transition between the preschool and kindergarten classrooms.

Our teachers use their PLC time to review needs and concerns for their students. This information is used to inform teacher instruction and help our young learners prepare for the transition to kindergarten. Distance learning in April and May of 2020 had a significant impact on our early learners.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. Verndale third grade students will score at or above the state average on the MCA reading assessment.	Provide the result for the 2020-21 school year that directly ties back to the established goal. Verndale third grade students scored 42.1% proficient on the MCA reading assessment. The state average was 49.1%. Only 19 students completed the assessment. The distance learners and many others in the classroom opted out of the MCA assessment.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _X__ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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

The school used the MCA, AIMSweb, and other classroom data to identify the needs in this goal area. Teachers reviewed this data in their teacher teams to determine the best approach for teaching in an in-person and virtual learning environment.

Data was disaggregated by students who receive special education services or free and reduced-price meals. This data was compared to those who did not receive the services and programs listed above to determine strategies to better meet the needs of all students.

Intervention teachers were available to meet the needs of students who were learning in a virtual environment and those students who demonstrated the highest levels of need. The challenges presented by the pandemic (illness, quarantine, etc.) had a significant impact on student learning and achievement.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.

Close the achievement gap in between the students who qualify for free and reduced-price meals and those who do not as measured by the MCA assessments in reading and math. | Provide the result for the 2020-21 school year that directly ties back to the established goal.

The achievement gap in reading and math between the students who qualified for free and reduced-price meals and those who did not was closed from 2019-2021. However, scores for all student populations dropped from 2019-2021. | *Check one of the following:*

_X__ On Track (multi-year goal)

___ Not On Track (multi-year goal)

___ Goal Met (one-year goal)

___ Goal Not Met (one-year goal)

___ Met All (multiple goals)

___ Met Some (multiple goals)

___ Met None (multiple goals) |

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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

The school district used the MCA assessment data to measure this goal area. Overall, it was noted that the achievement gap was closed between those students who qualified for free and reduced-price meals and those who did not, but scores for all student groups dropped from 2019-2021. As noted earlier, the challenges of the pandemic and distance learning changed the dynamic of learning for the 2020-2021 school year. Most of our distance learners and some of our in-person learners opted out of taking the MCA assessments.

Students have access to interventions and support through the intervention teachers and the structured study hall in the high school called PT2. High school students are also able to staff after school and receive tutoring support from licensed teachers and professionals. In addition, the principal and dean of students review attendance records of students on a weekly basis to ensure students are present for instruction.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. In 2020-2021, 100% of the graduating seniors will demonstrate college or career readiness by earning a National Career Readiness Certificate from ACT at a bronze level or higher, earning a Bridges Academy Certificate, or scoring at or above the ACT college readiness benchmarks in English, mathematics, reading, and science.	Provide the result for the 2020-21 school year that directly ties back to the established goal. Thirty of thirty-one or 97% of the graduating seniors were college or career ready in 2020-2021.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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

The school district uses multiple measures to assess and evaluate college and career readiness for students. The NCRC and ACT assessments measure our students against others in the nation to ensure the school district is meeting the intended benchmarks. Bridges Academy is a regional initiative that optimizes career and college readiness for students by engaging education and business partners to develop career pathways for students.

Multiple measures are used to ensure students have various ways to demonstrate their own career and college readiness. These measures allow students to find their own passion and strive for their college and career goals.

The career counselor, academic advisor, and school counselor are all available to help students determine the pathway that is best for them after high school. Verndale High School offers a careers class to let students investigate the various opportunities that are available to them. Our desire is to remove any barriers that prevent a student from achieving his/her career goals.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. Ninety-five percent of Verndale students will graduate at the end of the 2020-2021 school.	Provide the result for the 2020-21 school year that directly ties back to the established goal. Thirty of thirty-one (97%) seniors attending Verndale High School graduated in May 2021.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _X__ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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

School administration and the school counselor review graduation trend data to determine if any needs to be addressed in this goal area. Our small class sizes make it easier to track students' progress along their high school career.

Data is disaggregated to ensure our special education students are graduating at the same rate of their general education peers. Special education case managers are actively involved in this process to ensure these students graduate on time.

The school counselor, academic advisor, and principal regularly review credit checks with students to ensure they are on track for graduation. Special education staff are also engaged in the process to ensure their students are on track for graduation. Any student that falls behind with class credits is recommended for evening or summer school at the alternative learning center. This program has been successful in helping our students who fall behind graduate with their peers.