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**Red Lake Public School District #38**

Red Lake, Minnesota 56671

218-679-3353

*“We see a future where every individual is valued, Anishinaabe language, culture and life-long learning are embraced, and students are empowered to become Red Lake ambassadors in the global community.”*

Red Lake School District

WORLD’S BEST WORKFORCE ANNUAL REPORT

2020-2021

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| **Introduction** |

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term comprehensive strategic plan to support teaching and learning.  This plan addresses the following five goals:    

* All children are ready for school.
* All third graders can read at grade level.
* All racial and economic achievement gaps between students are closed.
* All students are ready for career and college.
* All students graduate from high school.

The Red Lake School District has aligned its Achievement and Integration Plan to our World’s Best Workforce Goals. We continue to work on aligning all district and building plans to WBWF. As a district we have decided to infuse our academics with culture and social emotional learning.  Students are exposed to Ojibwe language and cultural activities every day.  In addition, students at all grade levels are being supported as they strengthen their SEL skills.

While the full World’s Best Workforce (WBWF) plan is a multi-year strategic roadmap, each year districts develop a WBWF Annual Report, engage in an annual public meeting with stakeholders, and release the annual report publicly on district websites. The annual report and public meetings are focused on the strategies and initiatives that the district engaged in to meet the goals and the progress made on those goals in the prior school year. The Red Lake School District’s WBWF Annual Report will be published to the district’s website at [www.redlake.k12.mn.us](http://www.redlake.k12.mn.us/).

This annual report was presented to the Parent Advisory Committee on October 13, 2021, and the Red Lake School Board on October 20, 2021.  A summary of this report will also be submitted to Minnesota Department of Education (MDE) as required, by December 15, 2021.

It is important to note when reading this report that COVID-19 dramatically affected the student learning model, attendance, teaching methods, and most of the assessments that are used to measure growth. Red Lake students did not have in-person learning from March 2020-through February 2021.

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| **District Parent Advisory Committee** |

The district has identified a District Advisory Committee PAC/A & I that reflects the diversity of the district and its school sites.  The Committee includes teachers, parents, support staff, students, and other community members.  Parents and other community members comprise at least two thirds of the advisory committee when possible.

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| --- | --- | --- | --- | --- |
| Name | Role | 18-19 | 19-20 | 20-21 |
| Dr. Giniwgiizhig | Indian Ed. Director | x | x | x |
| Michelle Reynolds | Parent/Community Member | x | x | x |
| Alberta Swinson | Community Member | x |  |  |
| Sylvia Fred | Parent/Community Member | x | x | x |
| Marilyn Spears | Parent/Community Member | x | x | x |
| Don Kingbird | Parent/Teacher/Community Member | x | x |  |
| Josh Desjarlait | Community Member | x |  |  |
| Annette Johnson | Tribal Council/Parent/Community Member | x | x |  |
| Kim Schoenborn | Parent/Community Member | x |  |  |
| Leah Fontenelle | Parent/Community Member | x | x | x |
| Taylor LaGou | Student Representative |  | x | x |
| Jeff LaGou | Parent/Community Member |  | x | x |
| Deanna Lasley | Parent Community Member |  | x | x |
| Nate Taylor | Parent/Community Member | x | x | x |

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| **Excellent and Diverse Educators** |

The Red Lake School District monitors multiple variables to ensure that all students have equitable access to excellent and diverse educators. These variables include:

* The percentage of students that are taught by an experienced teacher compared to the percentage of students that are taught by an inexperienced teacher. The Red Lake School District considers tenured teachers to meet the definition of experienced, while non-tenured teachers are considered inexperienced.
* The percentage of students that are taught by an effective teacher compared to the percentage of students that are taught by an ineffective teacher. The Red Lake School District considers teachers who are on a formal Teacher Improvement Plan to be considered ineffective for the purposes of measuring this variable.
* The percentage of students that are taught by an in-field, licensed teacher compared to the percentage of students that are taught by an out-of-field, licensed teacher. The Red Lake School District utilizes the PELSB designation of Out of Field Permission to determine teachers who are teaching out-of-field versus those who are teaching in-field.
* The distribution of teacher class assignments, comparing experience, effectiveness, and in-field licensure status for teachers assigned to remedial courses compared to teachers assigned to advanced courses.

Consideration is given to each of these variables as course schedules and class assignments are completed. Information regarding teacher excellence and diversity for the 2020-2021 school year is included in the table below.

Teacher Excellence and Diversity Count and Percentage by Variable

(Information from MN Report Card)

|  |  |  |
| --- | --- | --- |
| Variable | Building | 2020-21 |
| Experienced |  |  |
|  | ECC | 76.47% |
|  | RLES | 76.0% |
|  | RLMS | 86.96% |
|  | RLHS | 95.65% |
|  | Ponemah | 83.33% |
|  | District Total | 82.27% |
| Effective |  |  |
|  | ECC | 88.23% |
|  | RLES | 95.7% |
|  | RLMS | 100% |
|  | RLHS | 95.0% |
|  | Ponemah | 100% |
|  | District Total | 97.0% |
| In-Field/Licensed |  |  |
|  | ECC | 100% |
|  | RLES | 95.08% |
|  | RLMS | 91.89 |
|  | RLHS | 100% |
|  | Ponemah | 100% |
|  | District Total | 96.65% |
| Native American/Non-white Teaching Staff |  |  |
|  | District Total | 23.3% |

(Diversity numbers taken from EEO Report)

The Red Lake School District is striving to increase the number of American Indian teachers and specialists working across the district. To do this, the district has created and filled Ojibwe Culture Teacher and Specialist positions as well as Ojibwemowin Language Teacher and Specialist positions. Additionally, we have partnered with neighboring districts to attend job fairs across the state and region to recruit diverse teachers to work in Northern Minnesota schools. To help retain our American Indian teachers, the Red Lake School District facilitates a Professional Learning Community specific to their needs with a cultural focus led by the District’s Indian Education Coordinator. The district has a hiring policy that gives preference to Native American teachers over similarly qualified applicants.

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| **Ready for School** |

Kindergarten readiness is defined as the skills, knowledge, behaviors, and accomplishments that children know and can do in the following areas of child development:  social and emotional; academic skills; creativity and arts; cognition and general knowledge; physical well-being; and motor skills.

The district utilizes several programs or strategies to help children prepare for school.

We have an active Parents as Teachers (PAT) and Partnering with Teen Parents, both of which focus on parent/child relationships, understanding stages of child development, and learning activities parents can use with their children.

Kindergarten Round Up is used as a learning event for children.  Children and parents participate in learning stations.  Children take home school supplies and learning activities they can use at home over the summer.

Begindergarten follows an altered schedule for the first two weeks of kindergarten with half the students attending each day.  This allows the students to rotate through learning stations while teachers assess the various kindergarten readiness skill of each child.  In addition, students and teachers can start building relationships and work on Social Emotional skills in a small group setting.

**Goal:**  The mean Begindergarten composite score in the fall 2018 was 34 which represents the developmental age equivalent of 3 years 4 months.  The goal is to increase the mean Begindergarten composite score by 2 points per year in years 3-5 (2019-2023), which in five years would be a half-year increase in overall school readiness.

**Goal Result:  There are no Begindergarten scores for Fall of 2020 as our students were in distance learning.**

**This goal is not on track for the multi-year goal.**

\*Kindergarten Roundup did not take place in the spring of 2021 but was held instead as a drive-through event.

\*Monthly Fun Family Learning Events were planned for pre-school age children and their parents for the summer of 2020. These activities were cancelled due to COVID-19, and the materials that were to be used with those children were dispersed to the Pre-School teachers to use with distance learning in the fall of 2020.

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| **Read Well By 3rd Grade** |

New Reading curriculums were piloted in 2019-2020 with Read Right selected as the program to be used with K-5 students in the 2020-2021 school year.   We were not able to begin Read Right in the fall of 2020 due to COVID-19. This was because students and staff were in distance learning, and the program trainers were unable to travel.

**Goal:  The Red Lake School District will increase the percent of students in K-3rd grade scoring at or above the low risk category using the composite score for the applicable grade level on the FastBridge Suite of Assessments by 10% per cohort per year using the grade level low-risk percentage + college pathway percent from 2018-19 as the baseline.**

Percent of Students at or above Low Risk by Grade Level and Building on Spring FastBridge Reading Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Building | Grade | 2018-19 | 2019-20\* | 2020-21 | Increase |
| RLES | K | 2.65% | 0% | 1.2% |  |
|  | 1 | 14% | 6.5% | 7.0% |  |
|  | 2 | 25.2% | 14% | 11.5% |  |
|  | 3 | 22.6% | 30.7% | 15.7% |  |
|  | 4 | 29.6%% | 27% | 14.5% |  |
|  | 5 | 42.7%% | 27.2% | 24.4% |  |
|  |  |  |  |  |  |
| Ponemah | K | -- | 6.7% | 0% |  |
|  | 1 | -- | 15% | 5.8% |  |
|  | 2 | 40% | 18% | 0% |  |
|  | 3 | 15% | 31.6% | 25.0% |  |
|  | 4 | 13.8% | 15.8% | 6.2% |  |
|  | 5 | 5.3% | 8.3% | 0% |  |
|  |  |  |  |  |  |

**Goal Result:  This goal was not met and is not on track to meet the multi-year goal.**

\*In the spring of 2018-2019 Ponemah Kindergarten and 1st grade students were not assessed using all the sub-tests to create a composite score.

\*\*Due to Covid-19 school closure, Winter Fastbridge scores were used in 2019-2020 rather than spring scores.

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| Closing the Achievement Gap |

Our district vision statement says that our students will be ambassadors to the global community.  If our students will be ambassadors for Red Lake Nation in the global community, we need to close the achievement gap between our students and all other students.  While MCA scores are typically used as a measure for this, the strategies must focus on having students in school and ready to learn.

Social Emotional Learning (SEL) interventions that address the five core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making have been shown to increase student’s academic performance and improved classroom behavior.  In addition, it helps build positive relationships within the classroom and higher self-esteem in students, which leads to better school attendance.  SEL strategies will be utilized in all schools to improve school climate.  During the 2020-2021 school year the district focused on implementing movement during instruction to help build self-awareness and self-management skills in students. This was decided upon due to students and staff starting the year in distance learning. We are in initial stages of data collection on this strategy.

The district will continue to measure attendance as we move towards closing the achievement gap.

**Goal 1**: **The goal is to increase the average daily attendance in each school by 5% each year or until 95% is achieved and maintained.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School** | **2017-18**  ***(Baseline)*** | **2018-19** | **2019-20 \*** | **2020-21** |
| Red Lake Early Childhood | 85.46% | 89.82%  **+5.1%** | 86.74%  -3.4% | 74.57%  -12.17% |
| Red Lake Elementary | 86.85% | 87.19%  +3.9% | 87.32%  +0.15% | 75.23%  -12.09% |
| Red Lake Middle School | 82.33% | 82.99%  +0.8% | 90.74%  **+9.3%** | Data Unavailable |
| Red Lake High School | 67.75% | 76.85%  **+13.4%** | 90.68%  **+17.9%** | Data Unavailable |
| Ponemah Elementary | 86.55% | 85.38%  -1.4% | 84.85%  -0.62% | 58.05%  -26.80 |

\*2019-2020 attendance data reflects Sept.-May data including when schools were closed due to COVID-19.  Attendance March 16-May 21, 2020 reflected any contact with student or family as the child being marked present for the day.

**Goal 1 Result: The goal was not met, and we are not on track to meet our multi-year goal.**

In addition, because MCA scores can be utilized to monitor state data on various student groups and the increase or decrease of the achievement gap, we will also utilize that data.  We want to compare Red Lake students to other Native American students in the state as well as to all students in the state in both reading and math.  This data will be taken from the MN Report Card, looking at proficiency in all accountability tests.

**Goal 2:  The goal is to decrease the proficiency gap between Red Lake students and other Minnesota Native American students on the Math and Reading MCA’s by 3% each year.**

|  |  |  |  |
| --- | --- | --- | --- |
| Math—All Accountability Tests  (Proficient) | Red Lake Dist. Students | Native American-MN Students | All MN students |
| 2018 | 23.1% | 29.9% (diff. Of 6.8) | 57.7% (Diff. Of 34.6) |
| 2019 | 16.2% | 28.0% (Diff. Of 11.8) | 55.5% (Diff. Of 39.3) |
| 2020 | No Data--COVID-19 | No Data--COVID-19 | No Data--COVID-19 |
| 2021 | 2.4% | 17.8% (Diff. Of 15.4) | 44.2% (Diff. Of 41.6) |

|  |  |  |  |
| --- | --- | --- | --- |
| Reading—All Accountability Tests  (Proficient) | Red Lake Dist. Students | Native American-MN Students | All MN students |
| 2018 | 24.7% | 36.9% (Diff. Of 12.2) | 60.4% (Diff. Of 35.7) |
| 2019 | 23.0% | 37.0% (Diff. Of (14.0) | 59.7% (Diff. Of 36.7) |
| 2020 | No Data—Covid 19 | No Data--COVID-19 | No Data--COVID-19 |
| 2021 | 11.8% | 27.7% (Diff. Of (15.9) | 52.5% (Diff. Of 40.7) |

The number of students participating in the statewide assessments was significantly lower in 2021 than in previous years. This was due in large part to only about half of our students returning to in-person learning in the spring.

**Goal 2 Result: The goal was not met, and we are not on track to meet our multi-year goal.**

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| **College and Career Ready** |

Strategies used to help students become college and career ready are a compilation of the strategies to reach each of the goals making up the World’s Best Workforce.  In particular, the Social Emotional Learning (SEL) interventions that address the five core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making have been shown to increase student’s academic performance and attendance have been a focus.

Two Restorative Practices Specialist positions have been opened at the Secondary Complex to assist students. Restorative practices specialists would function in a multitude of ways to assist the district in fidelity of implementation. These include: hold the title of Circle Keeper for a specific population or group of students, function as an intermediary between classroom-managed behaviors and office-managed behaviors to ensure that restorative practices are attempted before punitive discipline is employed, and staff alternative to suspension spaces for students who are temporarily unable to function as a positive community member in their classroom community, but who have the ability to be in school in a different setting to continue their studies and learn new social and emotional skills.

One of the positions was filled for the 20-21 school year.

Advisory class is focused on SEL skills as well as having students and advisors check grades and progress towards credits.

**Goal: The goal is to increase participation of Red Lake High School students enrolling in post-secondary classes by one percentage point each year.**

Percentage of students per grade level enrolled in PSEO

|  |  |  |  |
| --- | --- | --- | --- |
| Grade level | 2018-19 | 2019-20 | 2020-2021 |
| Tenth | 11% | 9% | 3% |
| Eleventh | 14% | 13% | 2% |
| Twelfth | 16% | 11% | 1.6% |
| Total | 13.7% | 11.5%  (-2.2%) | 5.1%  (-6.4%) |

**Goal Result: The goal was not met, and we are not on track to meet our multi-year goal.**

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| **Graduation** |

The Red Lake School District utilizes various strategies to help students graduate.

The Alternative Learning Center (ALC) has been transforming. New leadership has focused on hands-on, experiential learning opportunities rather than computer-based instruction. This has led to higher engagement and students earning higher numbers of credits towards graduation. The district has also hired a Student Engagement Specialist who works within the Alternative Learning Center. This position is designed to engage students within the community who have not been attending school and help identify and remove barriers for their return to school.

During Distance learning, teachers offered one-to-one homework help in addition to regular class time for students.

**Goal: The Red Lake School District six-year graduation rate will increase from 29.2% in 2018 (2016 cohort) to the state average graduation rate for Native American students, which is approximately 60%, by spring 2023 (2021 cohort).**

|  |  |  |
| --- | --- | --- |
| Year | Red Lake Six-Year  Graduation Rate | State Average Native American Student Six-Year Graduation Rate |
| 2018 | 29.2% | 56% |
| 2019 | 44.6% | 59.3% |
| 2020 | 30.6% | 60.7% |

**Goal Result: This goal was not met and is not on track to meet the multi-year goal.**

The WBWF team feels that even though we are currently in year three of the district’s five-year World’s Best Workforce Plan, some major changes need to occur before the ending of the current plan. With lessons learned from the distance learning brought on by COVID 19, the Plan-Do-Study-Act process has shown us that we need to adjust both strategies and data collection methods to ensure that forward movement occurs regardless of the learning model. During the 2020-2021 school year, the team will be planning and implementing changes to the plan.