



## 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:** Fosston Public Schools

**Grades Served:** PreK - 12

**WBWF Contact:** Sue Richards-Chase

**Title:** Superintendent

**Phone:** 218-435-6335

**Email:** schase@isd601.org

**A&I Contact:** Sue Richards-Chase

**Title:** Superintendent

**Phone:** 218-435-6335

**Email:** schase@isd601.org

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

☒ Yes ☐ 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.

### **Annual report to School Board and Public: November 18, 2021 Hearing at 6:30 pm**

District data review: The district held its annual data review on October 27, 2021. The data reviewed included MCA test results for the spring of 2021, fall 2021 STAR 360 reading and math assessments, IGDIs from 2020-21 school year, ACT and ASVAB test results. It should be noted that due to the ongoing global pandemic, some families chose to remain in distance learning mode throughout the 2020-21 school year. Those families were allowed the option of having their students take the MCA assessments; however, a number of those families chose to not have their students assessed. At the time of this writing, an updated North Star Report was not available; the district has used this information in the past to review progress towards closing achievement gaps and graduation rates.

Student led conferences held October 6, 2021– feedback/report given to board October 19, 2021 at the regular board meeting.

A digital copy of the report was sent to all members of the previous year's committee on November \_\_\_\_, 2021. A Google Meets virtual meeting was held November , 2021 for additional feedback.

- 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.  
**November 18, 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)
Dominic Krump	High School Principal/DAC	X
Nicole Prudhomme	Para-Educator	X
Becky Hanson	School Counselor	X
Traci Olson	Teacher	X
Loren Dryburgh	Parent/Teacher	X
Linette Swartz	Early Childhood Coordinator/TCHR	X
Angie Boushee	American Indian Education Coordinator	X
Sue Chase	Superintendent	X

## 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.**

- Fosston Public Schools continues to be fortunate to have a very veteran core teaching staff. As reported in the Minnesota Report Card for the 2020-21 School year, 81.13% of teachers are considered 'veteran' or 'experienced' teachers; and 99.04% of courses are taught by properly licensed teachers. The percentage of teachers with advanced degrees was 50.94% at Fosston Public Schools. With a free-reduced lunch percentage of 38.97%, the district is classified as neither high or low poverty district. According to the Minnesota Report Card data, the ratio of students to licensed teachers is 13 to 1; to teachers and support staff, 12 to 1. The percentage of students who are identified as students of color is 17.91%. Because FPS has such a high ratio of veteran and duly licensed staff in its employ, all students have access to high quality teachers. Additionally, Fosston Public Schools has a rigorous teacher evaluation plan that has been developed and revisited by the staff development committee and which extends over a 3 year cycle. The plan involves teachers creating Individual Growth and Development plans that clearly identifies areas of growth and outlines how the teacher will meet those goals. Plans must include district and state priorities of improving student achievement and engagement, reducing achievement gaps and other goals established by the World's Best Workforce plan. These IGDPs are updated annually and submitted to the building principal. Each teacher collects evidence throughout the year documenting how s/he is reaching his/her goal. Teachers receive peer observations and feedback annually. Tenured teachers receive a formal observation from a licensed administrator as part of their summative evaluation. Despite a move to distance learning in March of 2020 AND the use of hybrid and distance model learning during the 2020-21 school year, the TDE plan has been maintained. As a result of this process, areas of growth for staff are identified and addressed. Because of this rigorous plan, NO staff have been identified as needing improvement. Students at the elementary are assigned to a teacher based on a variety of factors including recommendations from previous year's teachers. Students are matched with teachers based on teacher strengths and student needs. Since all core teachers at the elementary are highly qualified and considered to be veteran teachers, it is clear that students have equitable access to high quality teachers. At the high school, all core content area teachers are also duly licensed, are veteran and have not been placed on improvement plans. All students within the grade level are taught by the same teachers.

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?
  - Racial and ethnic student groups at Fosston include American Indian (10 % of population), Hispanic or Latino (3.3%), Black or African-American (.3%) Asian (.3%), according to the local enrollment

data. At this time all teaching staff have self-identified as Caucasian. As noted previously, Fosston schools has a very veteran teaching staff, all meeting their IGDPs. Due to the COVID19 pandemic, the district participated in virtual job fairs. One of the Achievement and Integration strategies was to attend (with partner districts) education job fairs to engage candidates from a variety of backgrounds. The district is working closely with the Indian Education program to encourage American Indian family involvement in district activities. We hope to capitalize on those efforts to draw applicants when teaching positions are open.

○

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.**

Type response here

## 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 2020-21 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. 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																																				
<div>1. Pre-School Goal: The reporting/analysis of IGD scores changed from having set targets to measuring student growth. Scores are broken into three bands – At-Risk, Moderate Progress and Strong Progress. Scores were reported for the spring of 2020-21 as shown.</div> <div>2. The district did not set a goal based on the new measures in IGDIS; instead, will use the 2021 Spring Data as a baseline.</div> <div>3. Kindergartners proficient (on track) in reading: The percentage of probable readers will increase by 3% as measured by individual STAR 360 Early Literacy scaled scores (2020-21)</div> <div>4. 1<sup>st</sup> Grade students on track in reading: The percentage of early emergent readers will decrease by 3% as measured by individual STAR 360 Early Literacy Scaled Scores.</div>	<div>1. 2020-21 Spring Assessments</div> <table><thead><tr><th>At Risk</th><th>Moderate.</th><th>Strong</th><th></th></tr></thead><tbody><tr><td>1</td><td>17</td><td>20</td><td>(A)</td></tr><tr><td>3</td><td>10</td><td>25</td><td>(R)</td></tr><tr><td>0</td><td>10</td><td>28</td><td>(PN)</td></tr><tr><td>2</td><td>9</td><td>27</td><td>(SID)</td></tr><tr><td>0</td><td>5</td><td>38</td><td></td></tr></tbody></table> <div>(WODB)</div> <div>3.Results for 37 Kindergartners during 2020-21</div> <div>Early Emergent – 1. 2.8%</div> <div>Late Emergent – 12 32.4%</div> <div>Transitional 17. 45.9%</div> <div>Probable Reader. 7 18.9%</div> <div>Goal partially met – increase of 2.9%</div> <div>4.Results for 2020-21 1<sup>st</sup> Graders (40 students)</div> <table><tbody><tr><td>Early Emergent</td><td>0</td><td>0%</td></tr><tr><td>Late Emergent</td><td>2</td><td>6.1%</td></tr><tr><td>Transitional</td><td>14</td><td>42.4%</td></tr><tr><td>Probable Reader</td><td>17</td><td>51.5%</td></tr></tbody></table> <div>Goal Exceeded!</div>	At Risk	Moderate.	Strong		1	17	20	(A)	3	10	25	(R)	0	10	28	(PN)	2	9	27	(SID)	0	5	38		Early Emergent	0	0%	Late Emergent	2	6.1%	Transitional	14	42.4%	Probable Reader	17	51.5%	<div>Check one of the following:</div> <div><input type="checkbox"/> On Track (multi-year goal)</div> <div><input type="checkbox"/> Not On Track (multi-year goal)</div> <div><input type="checkbox"/> Goal Met (one-year goal)</div> <div><input type="checkbox"/> Goal Not Met (one-year goal)</div> <div><input type="checkbox"/> Met All (multiple goals)</div> <div><input checked="" type="checkbox"/> Met Some (multiple goals)</div> <div><input type="checkbox"/> Met None (multiple goals)</div>
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**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 district uses the Individual Growth and Development Indicators (IGDIs) which is a state approved assessment tool. Performance on these assessments provides some prediction of student readiness for kindergarten. Early Childhood staff also monitor student progress toward kindergarten readiness via observations and checklists. Additionally, the district does follow up with students in Kindergarten and first grade, using the STAR Early Literacy assessment, for benchmarking, screening and progress monitoring. When examining cohort data between kindergarten and 1<sup>st</sup> grade, the percentage of probable readers increased significantly. This has been a consistent growth trend from year to year. From the data, Tier I, II and III interventions are determined. For the 2020-21 School Year, the Title I plan also provides resources to the Early Childhood/School Readiness programs. The Title I plan also includes monitoring adult fidelity of implementation by administration. ESSER funds have also been used to provide additional services to early childhood students, including providing a summer school opportunity for 4 year old students. Considering that the preschool programs were in full quarantine at least twice during the school year, the progress is remarkable.

### ***All Students in Third Grade Achieving Grade-Level Literacy***

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Grade 3 Goal: Proficiency for Spring 2021 third graders at Magelssen Elementary School will be at or above 59.4% on the Minnesota Comprehensive Assessments in Reading. This represents a 3% increase in proficiency rates from Spring 2019, which is the last MCA test data available. which is the district goal for all students.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>3<sup>rd</sup> Grade proficiency for Reading was 51.1%. (Proficiency in 2018-19 was 56.4%)</p>	<p><b><i>Check one of the following:</i></b></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 checked="" 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>

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

The overall district goal was to increase reading proficiency by 3%. This goal was not met. Students experienced distance learning beginning in March of 2020 (a 3 month period). Since not all students had access to internet enabled devices at that time, Magelssen Elementary provided learning via packets sent home. Students were assessed at the start of the 2020-21 school year using STAR 360. Throughout the school year, students experienced a two week period of hybrid learning and a two week period of distance learning. As well, a “Flex Friday” schedule was maintained, where all students engaged in on-line learning for ½ of the day, and teachers had additional prep time as required by state directives. Additionally, individual students were required to quarantine as a result of the global pandemic, some multiple times. When quarantined, students were able to follow along remotely with their class’s live-

streamed lessons. However, all of these factors played a role in how much material was covered by teachers. This is evident in the decline in 3<sup>rd</sup> grade reading scores when compared to the same cohort of students as “probable readers” based on early assessments. Looking at cohort data, one will note a decline in the percentage proficient across most grade levels – even though proficiency rates are at or above state average with all cohorts.

Strategies to address unfinished learning include a multi-tiered system of supports. Students are assessed in the fall to determine needs; teachers met to review the results of the STAR reports and to determine interventions based on those reports. Tutoring via a reading corps tutor and through the Achievement and Integration grant are provided, as well as academic tutoring through the 21<sup>st</sup> Century Learning Grant, Title I and the American Indian Education program. The district offered expanded, targeted summer school programming during the summer of 2021 as well.

***Close the Achievement Gap(s) Between Student Groups***

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>1. Increase the district Academic Progress rate from 2.53 to 2.58 for all students as measured by MCA growth averages calculated by the MN Department of Education.</p> <p>2. American Indian students had both a participation and proficiency goal for the STAR 360 assessment. This goal was established via the Indian Education Program Plan (IEPP).</p> <p>3. Reduce the proficiency achievement gap between American Indian students and all students by 3% on math and reading MCA scores.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>1. Data is not available on the North Star Report for the 2020-2021 School Year.</p> <p>2. The American Indian Education coordinator reported that Renaissance Learning no longer allows access to data for previous years. Data for American Indian students for the 2020-21 school year was not available.</p> <p>3. Achievement gap for 2020-21 SY was 16.7% in reading proficiency and 7.4% in math proficiency. Goal was exceeded (28.8% reading MCA from 2019 and 17.5% MCA Math)</p>	<p><b><i>Check one of the following:</i></b></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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**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.

**The district relies on the state's North Star Report and SLEDs for this measure. The North Star and SLEDs reports have not been updated, presumably due to the pandemic, so we are unable to report results. STAR 360 data from the previous year is also not available, according to the owners of Renaissance Learning. This impacts the reporting for American Indian students.**

**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?

Data used includes results of MCA Math, Reading and Science tests, along with local data including STAR 360 assessments and formative assessments developed by teachers. The district implements a Title I program in the elementary, which provides reading and math support. The district utilizes Leveled Literacy Interventions (LLI) a research-based intervention for reading, which also includes the use of assessments to determine student growth. During the 2020-21 school year, the district provided academic support and enrichment to students before and after school utilizing a 21<sup>st</sup> Century Grant. Support was also provided during summer programming including enrichment programs funded through GEER and ESSER funds as well as 21<sup>st</sup> Century Learning funds. During in-person learning, the district's Indian Education program coordinator provided 1-1 tutoring and assistance to American Indian students. During distance learning, the program coordinator provided tutoring via Google Meets, as well as assistance to students and families in navigating remote learning. Some families opted for distance learning all year to protect vulnerable family members from exposure, including some of our American Indian families.

#### All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>1. Fosston ISD 601 11<sup>th</sup> grade students will perform at or above the national average of 50% on the Armed Services Vocational Aptitude Battery in Verbal Ability, Math Ability and Science/Technical Ability.</p> <p>2. Fosston ISD 601 Class of 2021 will perform at or above the state average for college readiness benchmarks percentiles for designated college courses as measured by the American College</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>Fall 2021 Results:</p> <p>Verbal Ability: 53.3</p> <p>Math Ability: 53.45</p> <p>Technical Ability: 51.88</p> <p><b>ASVAB Goal Met in 3 of the 3 areas.</b> Additionally, students performed better in all 3 areas than the previous year (there was growth in each area)</p> <p>2.The district typically retrieves this data from SLEDs which includes the state averages. The SLEDs site has not been updated; the most recent information is for</p>	<p><b>Check one of the following:</b></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>Testing (ACT) exam.</p> <p>3. 80% of students in grade 12 during the 2019-20 school year will complete 100% of the Life Skill Preparation Checklist Items during their Ramp Up To Readiness Program as evidenced by completed checklists. The percentage of completions will increase by 5% per year. Goal for 2020-21 would be 85% completion. Tasks on the checklist are:</p> <p>*Building a Resume (10<sup>th</sup> Grade)          *Understanding Employability (11<sup>th</sup> Grade)          *Financial Aid Options (12<sup>th</sup> Grade)          *Personal Readiness Evaluation for Postsecondary (PREP) Profile (9<sup>th</sup>/11<sup>th</sup>)          *Budgeting Basics (12<sup>th</sup>)          *Credit Card Debt (12<sup>th</sup>)          *Setting goals (9<sup>th</sup>)</p>	<p>the graduating class of 2019 posted. The ACT was not given in the spring of 2020 as per usual; the class of 2021 took the ACT in October of 2020. Mean score for FHS students in Math; 20.7; Mean Score in English 18.1; Mean Score in Science 20.7; Mean Score in Reading 20.4. Unable to determine whether goal was met.</p> <p>3. Average completion for all 7 topics was 98%. Goal exceeded.</p> <p>*Building a resume          51/51          *Understanding Employability.          45/48*          *Financial Aid Options.          48/48          *Personal Readiness Evaluation (PREP) Profile.          48/48          Budgeting Basics.          45/47          Credit Card Debt.          45/47          Setting Goals          48/48</p>	
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**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?

Data used for this goal for this year are results from ASVAB testing and completion of career exploration activities as part of the Ramp Up to Readiness curriculum. The ASVAB test was administered in the fall of 2021. The Ramp-Up-To-Readiness curriculum provides real-world exposure/training in areas of personal finance, finding employment, goal setting, etc. These were identified by stakeholders during the planning process as an important part of education and preparation for post-secondary life.

### ***All Students Graduate***

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>1. Fosston ISD 601 will maintain a graduation target rate of 90% or better as measured by the Minnesota Department of Education 4-Year Graduation Rate (North Star Report and Minnesota Report Card)</p> <p>2. American Indian Education Graduation Goal is to match the graduation rate for all students.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>1. 4 Year Graduation Rate for Class of 2020 (last reported year) 86%</p> <p>2. American Indian Student 4 Year Graduation Rate: 80%. (4 out of 5 students). Goal not met</p>	<p><b><i>Check one of the following:</i></b></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 checked="" 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>

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

The district reviewed graduation data for all students as well as sub groups. The Indian Education Program Coordinator and Indian Education Parent Council also set a graduation goal of 100% graduation for American Indian students. The Indian Education coordinator works with individual students to ensure they are on track for graduation. The district hires a full time guidance counselor. For the 2020-21 School Year, the district has engaged a behavior interventionist who functions as a success coach for students who are at risk of falling behind academically. The district also maintains a credit recovery program both during the school year/day and in the summer to ensure students have alternative opportunities to earn credits.

## 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

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

**\*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.**

## Achievement and Integration

**District Name:** Fosston Public Schools ISD 601

**A and I Contact:** Sue Richards-Chase

**Title:** Superintendent

**Phone:** 218-435-6335

**Email:** schase@isd601.org

### ***Annual Public Reporting***

**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***

**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.

### ***Achievement and Integration Goal 1***

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Actual Result (2020- 21 SY)</b>	<b>On Track?</b>
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>The percentage of students eligible for Free/Reduced Priced lunch grades 3-6 at Magelssen Elementary who are proficient at grade level on Reading MCA will increase from 53.5% in 2018 to 62.5% or better in 2022.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>Baseline 53.5%</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>There were 57 Free/Reduced eligible students in Grades 3-6. Of those, 52 took MCA tests (5 opted out due to distance learning)</p> <p>In Reading, 35% Met or Exceeded Standards</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?
- What strategies are in place to support this goal area?

*Academic growth for students living in poverty was definitely impacted by lost learning time due to the pandemic. Students had no in person instruction from March, 2020 through the end of the school year. During the 2020-21 school year, the district did offer in person learning at Magelssen Elementary for most of the year – 2 weeks of hybrid and 2 weeks of distance learning occurred. However, students were often quarantined due to being close contacts of someone with COVID. When this occurred, synchronous on line learning was provided.*

*There were several barriers to success that may have impacted students living in poverty. The district did provide additional summer school programming and tutoring for targeted groups of students, and intends to do so again in the summer of 2022. Other strategies to support the goal included use of A&I funding to provide a reading and math interventionist at Magelssen Elementary. This is above and beyond Reading Corp support, Title I reading support and tutoring provided by the Indian Education Program Coordinator. The interventionist worked with students throughout the year.*

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>The percentage of students eligible for Free/Reduced Priced Lunch grades 3-6 at Magelssen Elementary who are proficient at grade level on Math MCAs will increase from 51% in 2018 to 60% or better by 2022.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>51%</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>There were 57 Free/Reduced eligible students in Grades 3-6. Of those, 52 took MCA tests (5 opted out due to distance learning)</p> <p>In Math, 42% Met or Exceeded Standards</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</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?
- What strategies are in place to support this goal area?

*Academic growth for students living in poverty was definitely impacted by lost learning time due to the pandemic. Students had no in person instruction from March, 2020 through the end of the school year. During the 2020-21 school year, the district did offer in person learning at Magelssen Elementary for most of the year – 2 weeks of hybrid and 2 weeks of distance learning occurred. However, students were often quarantined due to being close contacts of someone with COVID. When this occurred, synchronous on line learning was provided. There were several barriers to success that may have impacted students living in poverty. The district did provide additional summer school programming and tutoring for targeted groups of students, and intends to do so again in the summer of 2022. Other strategies to support the goal included use of A&I funding to provide a reading and math interventionist at Magelssen Elementary. This is above and beyond Reading Corp support, Title I reading support and tutoring provided by the Indian Education Program Coordinator. The interventionist worked with students throughout the year.*

### Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>1.The percentage of students eligible for Free/Reduced Priced Lunch grades 9-12 who enroll in and successfully complete advanced math and English courses will increase from an average of 12% per class, to an average of 20% per class. (Course titles: Physics, Trigonometry, College Algebra, Chemistry, Composition I, Composition II)</p> <p>2. The percentage of FRPL students receiving failing grades in 7th grade core classes will be reduced significantly from 67% of the failing grades to 30%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>1. 12%/class FRPL students (average)</p> <p>2. 67% of failing grades in 7<sup>th</sup> grade core classes were attributed to FRPL students.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>1.8.1% of students enrolled in/successfully completing specified courses were eligible for Free &amp; Reduced lunch. Given that the program's baseline was the 2019-20 SY and the focus was on students in grades 7-9, it is to be expected that there would not be an increase in the 2020-21 school year.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>2.The percentage of failing grades in core courses attributed to FRPL students in <u>7<sup>th</sup> grade</u> represented 29% of the total. Goal met!</p>	<p>Check <b>one</b> of the following:</p> <p><input checked="" type="checkbox"/> On Track (multiple goals)</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

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Goal Statement	Achievement or Integration Goal?	Baseline	2020-21 Actual	On Track?
<p><i>Copy the SMART goal statement from your 2019-22 plan.</i></p> <p>1. Given the opportunity to participate in integration activities with partner school district(s) selected Fosston students will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socio-economically diverse) from an average comfort of 3.5 out of 5 to an average comfort level of 4.5 out of 5 by the end of the 2021 school year, as measured by a shared multi-district collaborative survey utilizing a 5 point Likert scale.</p> <p>2. Integration and Representation – by providing instruction to all students regarding Ojibwe language and culture, all students will</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Copy the baseline starting point from your 2019-22 plan.</i></p> <p>1. Baseline was to be established during the 2019-20 school year. Administration of the assessment did not happen due to the COVID19 pandemic.</p> <p>2. Pre-Test of Knowledge Prior to Each Unit Taught: In each class of 25, fewer than 5 could report having some</p>	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p>1. The 2020-21 program staff determined that administering the survey to students did not provide accurate data. Program leaders were instead asked to provide anecdotal information. Fosston staff noted that students were observed using strategies learned during the training while in class. Staff also noted that students that had not participated in class discussions prior to the training provide did engage more in class and group discussions post training .</p> <p>2. Post-presentation assessment of knowledge per unit taught. At least 80% of students in the class could share information about the American Indian</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

increase understanding of and respect towards the local Indigenous peoples. The district's American Indian students will see themselves reflected in curriculum and will thereby experience a greater sense of belonging to the school. This goal is for the 2020-21 school year only.		familiarity with the Ojibwe Language or Culture topic to be presented.  Student self-reported understanding	Language/Culture topic presented	
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## 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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The district partnered with Red Lake, Mahanomen, Clearbrook-Gonvick and Bagley School Districts to obtain training through Peace Maker Resources for the STAR student program and program staff. Students worked with diverse groups from the other schools in order to navigate through the SEL/Leadership training program. Students expressed that they had developed growing skills in the ability to collaborate with others. They also took significant ownership in their learning, telling the adult leaders to “take a step back and let them work together”. Students expressed interest in continued collaboration and disappointment that their opportunities to work together were interrupted by the pandemic and resulting move to distance learning. The 2020-21 program is expanded to include both 6<sup>th</sup> and 7<sup>th</sup> grade students. Opportunities to interact with other districts were limited during the first ½ of the school year due to the pandemic. Students did get to travel and meet with other districts during the latter part of the school year.

The district utilized the services of a Behavior Interventionist/Success Coach to work with students who needed help accessing resources and in developing self-advocacy skills necessary to be successful in school. The interventionist spent .2FTE time engaging with students in these areas. This lead to increased success in academic subjects for involved students, especially in 7<sup>th</sup> grade, where we often see a drop in academic success due to transitions..

The program was able to carry over some funds from the previous year and decided to use those funds to provide lessons to all students at Magelssen Elementary on local American Indian customs and practices. The purpose was to create greater understanding of local tribal customs. As the data indicates, this was a successful practice.

### ***Impacts from Online Learning***

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

The in-person training sessions provided by Peacemakers were conducted as one-day seminars rather than overnight travel. Students' interactions with other school districts were limited until the 2<sup>nd</sup> half of the year, so student-taught lessons often occurred in district. During hybrid and distance learning for high school students, the success coach utilized Google Meets to provide tutoring and support. This worked well for some students, less so for others. Flex Fridays were used for program staff to provide one-to-one sessions with individuals, sometimes in person, and sometimes virtually. The inability to access certain data sets through STAR 360 and the North Star report prevents us from disaggregating data. We had a number of students who did not participate in MCAs as they were either in quarantine or opting to distance learn.



***Achievement and Integration Goal 3***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following:  ___ Achievement Goal  ___ Integration Goal  ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	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."	Check <b>one</b> of the following:  ___ On Track  ___ Not on Track  ___ Goal Met  ___ Unable to Report

**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?

**Please note:** If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

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