



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: Mora School District

Grades Served: Prek-12

WBWF Contact: Peter Larsen

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Title: District Curriculum Director

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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.

- 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. September 14, 2020

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)
Tammy Bohacek	School Board/Parent	
Ethan Elvehjem	School Board/Parent	
Scott Moe	School Board/Parent	
Bob Woods	School Board/Parent	
Dan Voce	Superintendent	
Brent Nelson	High School Principal/Parent	
Randy Qual	Elementary School Principal/Parent	
Nick Bakke	High School Assistant Principal/Parent	
Kris Osterdyk	Activities Director/Community Education	
Chip Brandt	Transportation/Buildings and Grounds	
Kelly Christianson	Human Resources Coordinator/Parent	
Callymarie Hanson	Food Service Supervisor/Parent	
Sara Rossow	Social Worker/Parent	
Aimee Moske	District Administrative Support/Parent	
Anne Grahn	School Nurse/Parent	
Darcy Qual	District Assessment Coordinator/Parent	
Jodi Bakke	Substitute Teacher/parent	
Jean Donner	Community member	

Angie Doughty	Parent	
Jesse Doughty	Parent	
Julie Johnson	Parent	
Deven Kelling	Community member	
Russ McAleese	Parent	
Jean Mork	Parent	
Nancy Peterson	Community member/Parent	
Mike Rue	Parent	
Kris Sampson	Parent	
Fred Sawatzky	Community member	
Lance Strande	Parent	
Amanda Thoreson	Community member/parent	
Sierra Thompson	Student	
Emmie Otto	Student	

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.

Mora Public Schools ensures students have equitable access to experienced, effective, highly qualified teachers throughout all grades. Grade level teachers, support teachers, and counselors, both at the elementary and high school level, involved with the instruction of those particular students, collaborate each spring designing the composition of classrooms for the upcoming school year. The assignment of each student is carefully considered with multiple elements in mind. The instructors organize students into optimal classroom rosters based on input in all realms of their academic growth/achievement; support services needs; and social emotional self-regulation abilities. During this process, students falling within special

populations are ensured equitable access to highly effective, experienced instructors and the best possible learning environment for each student.

Teacher licenses are reviewed annually to make sure that all teachers are licensed and qualified for teaching their subjects. All Mora students have the same access to highly qualified teachers, including ALC students.

- 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?

District and site advisory committees focus priorities on the elements of Mora Public Schools

Strategic Plan and the goals of the WBWF Plan. The focus areas of the strategic plan are: student achievement, student support, finance, communications, educational programming, and workforce. All these focuses directly relate to ensuring that all students have access to high quality, well-developed instructors that are provided the necessary tools and training for optimal academic growth of each student.

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 '20-'21 licensed teaching staff was 1.6% non-white. We had 1 black (0.8%) and 1 Asian (0.8%) licensed teacher. In contrast, our student population is 8.8% non-white. Our student population is 2.4% hispanic, 1.1% American Indian or Alaskan Native, 0.4% Asian, 0.9% Black or African American, and 4% 2 or more races. We would need to have 11 total non-white teachers to reflect our student population.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

During hiring staff Mora Public Schools is an equal opportunity employer. We do review all employment applications carefully to search for all qualified applicants.

We are considering other strategies to attract more teachers of diverse ethnic and racial backgrounds.

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
<p>The percent of all students enrolled in a Mora Public Schools school-based pre-school program who score in the low risk category on the FAST letter naming per minute assessment will increase from 31% in fall 2020 to 70% in the spring 2021.</p>	<p>Spring 2021 FAST letter naming 72% of Pre-K students were in the low risk category.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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?

Mora Community Preschool uses the FastBridge letters naming, which is given to the students three times a year to help identify students who are in need of extra support and interventions. These tests are given to all of our verbal students. Teachers get together several times a year to help review the data. Progress monitoring takes place in the classroom, to help problem solve and create plans for our students. Our goal is letter naming. Teachers have embedded working on this goal in almost all areas of the classroom from group time to stations. Daily book reading and "letter of the week" reinforce this goal and give the children many opportunities to practice this skill.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percent of all students meeting enrollment criteria in 3rd grade at Mora Elementary who earn an achievement level of meets or exceeds the standards in reading on all state accountability tests will increase from 60.2% in 2019 to 65.2% in 2021.</p>	<p>58.9% of Mora 3rd Graders earned an achievement level of meets or exceeds the standards in reading on spring 2021 reading MCA.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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?

MCA data as well as FAST testing data was used to identify the needs of both outgoing and incoming 3rd grade classes. Grade level teams met to determine the specific needs of students based on the data as well as their informal classroom assessment. These students are getting a tier 1 intervention for reading as well as time each day in differentiated groups for both enrichment for students who need it and a tier 2 intervention for students who need that. Teachers also have set small, specific goals for these students each quarter and will use that to check for progress toward meeting this goal.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The proficiency gap between free/reduced lunch and non-free/reduced lunch students enrolled at Mora Public Schools meeting enrollment criteria in grades 3-8 & 10 as assessed on all state reading accountability tests will decrease from 23% in 2019 to 20% in 2021</p>	<p>The proficiency gap between free/reduced lunch and non free/reduced lunch students in reading tests was 26.1% in 2021.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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?

Using MCA scores as well as FAST scores (3-8th grade) teachers identify the specific needs of students in their classroom. Our teachers have access to a data warehouse that allows them to disaggregate their classes by student groups to determine how specific classes and strategies are working for these groups.

Mora high school also has a number of additional supports for students who often fall into the free and reduced lunch category. Food for Friends is an in-school, barrier-free food shelf that students have access to throughout the school day. Focus is a high school program for struggling students who need extra support but do not qualify for SpED services, we also have a Junior High ALC para who assists specific identified students as well as an ALC connected with the high school to further support students who are struggling with issues beyond academic performance.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The proficiency gap between special education and non-special education students enrolled at Mora Public Schools meeting enrollment criteria in grades 3-8 & 10 as assessed on all state reading accountability tests will decrease from 26.3% in 2019 to 22.7% in 2021.</p>	<p>The proficiency gap between special education and non-special education students on Spring 2021 reading MCA's was 37.6%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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?

Our concentration is mainly on academic and behavioral individualized goals. Goals are set based on student needs. Students receive individualized or small group services to support their goal areas.

We identify needs based on evaluation results this included information provided by the parents, teachers, and informal/formal assessments. Individual and small group instructions. Accommodations and modifications in the gen ed setting to support their needs.

IEP goals are set around students academic needs for improvement.

Each SpED student for 21-22 has a learning recovery plan as part of their IEP.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>The percent of all students meeting enrollment criteria in 8th grade at Mora High School who earn an achievement level of meets or exceeds the standards in math on all state accountability tests will increase from 58.9% in 2019 to 64.1% in 2021.</p>	<p>The percent of 8th grade students who earned an achievement level of meets or exceeds the standards in the Math MCA in spring 2021 was 36.8%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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?

For the 2021-2022 school year we have changed this goal to be the completion of students' personal learning plans. These are completed during a weekly homeroom in grades 9-12. During this homeroom time teachers have smaller groups and are able to identify which students need extra help completing their PLP. This is a more accurate representation of students' readiness for college and career readiness by making sure that each student has a plan and resources to be successful whether it be in applying and going to college or finding a productive and valuable career for themselves.

All Students Graduate

Goal	Result	Goal Status
<p>The percent of all students enrolled at Mora Public Schools eligible to graduate spring 2020 will increase from 88% in 2019 to 90% in 2020 using the 4 year graduation rate.</p>	<p>2020 4-Year Grad Rate = 86.7%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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 counselors are best equipped to identify the students at risk of not graduating. They create a list of those in danger of not graduating each year. The identified students then receive individual meetings with counselors. Seniors who are at risk receive credit review meetings at the start of the year, at semester time, the end of 3rd quarter, and as needed. There is also repeated contact with students' families. A letter is sent home at the start of each year on Seniors' credit progress, and then a letter is also sent at semester time to those that are at-risk for graduation. For many of the seniors who need credit recovery, the counseling staff works closely with the Mora ALC to provide needed credit recovery opportunities