



## 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:** Eden Valley - Watkins School District

**Grades Served:** PK-12

**WBWF Contact:** Melissa Notch

**A&I Contact:** Type response here

**Title:** Director of Curriculum and Assessment

**Title:** Type response here

**Phone:** 320-453-2900 x1200

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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)? **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.**

*December 15, 2020*

**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.

## 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)
Mark Messman	Superintendent	
Melissa Notch	Director of Curriculum and Assessment, Parent	
Bruce Kiehn	Principal	
Rob Pederson	Principal, Parent	
Lisa Ludwig	School Board Member, Parent	
Andrea Huschle	Teacher, Parent	
Amanda Forcier	Teacher	
Chelsie Heuring	School Board Member, Parent	
Julie Bulau	Teacher	
Blake Rasmussen	Teacher	

**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.**

***Eden Valley - Watkins employs highly qualified instructional staff (both licensed by the state of MN or MDE permission granted). Administrators examine EVW’s teacher demographics annually. Of the 67 FTEs for the 2020-2021 school year, 9 teachers had less than three years of experience teaching. All of our students have access to the same teachers in the district.***

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

**Limit response to 200 words.**

***Our goal is to guide and support our new teachers to help them continue to grow as educators. Our mentorship program pairs up our inexperienced teachers with a mentor teacher that has experience. This offers new teachers in our district a support system and guidance as they develop more skills to improve student learning. We also offer multiple professional development opportunities to all of our teachers throughout the year. There is no gap in access to experienced teachers, as all of our students have 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?  
**Limit response to 200 words.**

***We have very low racial diversity in our school, and that is also reflected in our teachers. About 8% of our student population identifies as a racial or ethnic group that is not white, with the largest percentage identifying as Hispanic or Latino. In order to have a comparable racial and ethnic representation in our licensed staff, our district would need to add four more teachers of color or American Indian heritage 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.**

***Our district is a small, rural district in Central Minnesota. Both the district and the community have very little diversity. Due to the lack of diversity in the community and surrounding areas, we find it difficult to increase the racial and ethnic diversity of our teaching staff. We continue to advertise job openings widely, and follow all the guidelines listed with the Equal Opportunity Employment Commission.***

## 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.

**Yes**

### **Goal**

*For 2020 - 21, the focus will be on students in our expanded preschool program. Only 65.5% of students enrolled October 1 attending our four day a week preschool could correctly identify 13 or more unique uppercase letters of the alphabet in the Spring of 2019. We were unable to assess the preschoolers in the Spring of 2020 due to COVID-19. Our goal states that by the end of the school year 2020 - 21, 75% of students enrolled October 1 attending regular preschool will recognize 13 or more unique uppercase letters of the alphabet. This goal is continued from 2019 - 20.*

### **Result**

*78.7% of students were able to correctly identify 13 or more uppercase letters*

### **Goal Status:**

*Goal Met (one-year goal)*

**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.

**N/A**

**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?

*This goal was written after analyzing our Kindergarten screening data and fall Kindergarten FastBridge scores. We did not find a significant discrepancy between student groups.*

*Our preschool and kindergarten teachers continue to work on aligning expectations and curriculum to the Kindergarten Readiness expectations. They have also worked on aligning their curriculum with MN's early learning standards.*

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

### **Goal**

*Eden Valley - Watkins third graders in 2019 achieved 49.2% proficiency in reading, which fell below our target for 2018 - 19. In 2019-20, EVW was unable to give state accountability tests (MCA, MTAS) due to COVID-19. Our goal is to increase proficiency on all state accountability tests (MCA, MTAS) in the area of reading for all 3rd grade students enrolled October 1, from 49.2% proficient to 55% proficient in 2020 - 21. This goal is continued from 2019 - 20.*

### **Result**

*40.4% of third graders were proficient*

### **Goal Status:**

*Goal Not Met (one-year goal)*

*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.*

*While we still had a high participation rate for 2021, 95.7%, the circumstances under which students were testing was not ideal. Students and teachers still experienced significant changes in teaching and learning, social well-being and emotional well-being. One example is students coming back from a two week (or longer quarantine) and then being asked to miss more instructional time to test as soon as they returned to school.*

**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 data used to identify the needs in this goal area were MCA Reading results. We did not find a significant discrepancy between student groups.***

***We have spent a significant amount of time over the last five years dissecting our curriculum to ensure all standards are met and supplementing to ensure all students succeed. We have adopted resources for more explicit phonemic awareness/phonics/ word study in our core curriculum. We have also adopted a school wide (K-6) diagnostic assessment to identify students' instructional levels, and leveled readers to use in small groups. Data is used from that diagnostic as well as aReading, earlyReading, CBMR-English, other classroom assessments, and MCAs to teach students in smaller groups focusing on the instructional needs of each group of students.***

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

### **Goal**

*For the 2020 - 21 school year, the focus will continue to be on our free and reduced student population, since that group in 2019-20 comprised 30.1% of our students. In 2019, our non free and reduced population had a 72.1% proficiency rate in the area of reading, compared to 63.1% for students who qualified for free and reduced lunch. Similarly, our students who qualified for free and reduced lunch had a 65.1% proficiency rate in mathematics whereas the non free and reduced population had a 76.2% proficiency rate. In 2019-20, EVW was unable to give state accountability tests (MCA, MTAS) due to COVID-19. In 2020 - 21, EVW will reduce the proficiency gap between FRD and non-FRD enrolled October 1 in all grades on all state accountability tests. Our goals are to reduce the proficiency gap as measured by all state accountability reading tests (MCA, MTAS) from 9.0% to 8.0% and reduce the proficiency gap as measured by all state math accountability tests (MCA, MTAS) from 11.1% to 10.0%. This goal is continued from 2019-20.*

### **Result**

*Reading proficiency gap is 11.5%; Math proficiency gap is 7.5%*

### **Goal Status:**

*Met Some (multiple goals)*

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

***While we still had a high participation rate for 2021, 95.7%, the circumstances under which students were testing was not ideal. Students and teachers still experienced significant changes in teaching and learning, social well-being and emotional well-being. One example is students coming back from a two week (or longer quarantine) and then being asked to miss more instructional time to test as soon as they returned to school.***

**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 data used to identify needs in this goal area were MCA results. With little diversity in our district, free and reduced lunch is the only sub group with a large enough sample size to analyze.***

***We have been implementing monthly literacy strategies in all content areas to increase literacy awareness. Math and reading teachers have identified priority standards and are aligning the curriculum to meet those standards. That work includes creating instructional units for each priority standard, creating common assessments, and aligning other standards (not identified as priority) into the units.***

***We have also adopted resources for more explicit phonemic awareness/ phonics/ word study in our core curriculum in grades K-5.***

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

### **Goal**

***We know that student success in 8th grade is an important indicator of future graduation. Therefore for 2020 - 21, Eden Valley - Watkins has adopted a goal of increased student proficiency in the area of mathematics at the 8th grade level. In 2018-19 60.9% of our 8th graders enrolled October 1 were proficient in mathematics. In 2019-20, EVW was unable to give state accountability tests (MCA, MTAS) due to COVID-19. We want to increase the level of proficiency from 2019 by 5.1% so that by the end of 2020-21, 66% of students enrolled October 1 in grade 8 will be proficient in mathematics, as measured by state accountability tests (MCA, MTAS). This goal is continued from 2019-20.***

### **Result**

***56.3% of eighth graders were proficient***

### **Goal Status:**

***Goal Not Met(one year goal)***

**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.

***While we still had a high participation rate for 2021, 95.7%, the circumstances under which students were testing was not ideal. Students and teachers still experienced significant changes in teaching and learning, social well-being and emotional well-being. One example is students coming back from a two week (or longer quarantine) and then being asked to miss more instructional time to test as soon as they returned to school.***

**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 data used to identify needs in this goal area were 8th grade mathematics MCA results.***

***We have identified priority standards in mathematics and are dissecting our curriculum to ensure all standards are met and supplementing to ensure all students succeed. The math department has also worked on revamping their assessments to align with standards and use common assessments throughout the department. This will help to align instruction with where student needs are. Finally, as a district, we have***

*been revamping our course offerings to increase the rigor in each of our courses, and offer different math pathways for students to best prepare for their plans after high school.*

## **All Students Graduate**

### **Goal**

*In 2020 EVW had a 91.4% graduation rate for all students, when disseminated we found the students who qualified for free and reduced lunch had a 2020 graduation rate of 86.2% where the non free and reduced lunch population had a graduation rate of 95.1%. The 2019-20 goal was to decrease the graduation rate gap between our free and reduced lunch population and our non free and reduced lunch population from 6.67% to 0%.*

### **Result**

*Graduation gap between FRD and Non-FRD was 8.9%*

### **Goal Status:**

*Goal Not Met(one year goal)*

**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.

**N/A**

**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?

*EVW used 4-year cohort graduation rates. With little diversity in our district, free and reduced lunch is the only sub group with a large enough sample size to analyze.*

*Our administration and counselor meet with all seniors several times throughout their high school years to make sure all students are on track to graduate. For students who might not be on track to graduate, we look at alternative learning placements, extended school year, summer school options, and credit recovery programs. This year we provided all students with school devices, and also provided internet for students and families that did not have access.*