**DEPARTMENT
OF EDUCATION**

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: __Russell-Tyler-Ruthton ISD#2902

Grades Served: PreK - Grade 12

WBWF Contact: David Marlette
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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?
__X_ Yes   ____ No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) 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.   (DONE)

https://docs.google.com/viewerng/viewer?url=https://mn50000106.schoolwires.net//cms/lib/MN50000106/Centricity/Domain/18/2019+2020+Combined+WBWF+AI+Progress+Report.pdf

- Provide the direct website link to the A&I materials. (DONE)

https://docs.google.com/viewerng/viewer?url=https://mn50000106.schoolwires.net//cms/lib/MN50000106/Centricity/Domain/18/AI+2023.pdf

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2019-2020 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 2019-20 school year.

12/09/2020

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 2019-20 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)
David Marlette	Superintendent	X
Patricia Lindeman	Grant Writer/Federal & State Programs Coordinator	X
Cristy Olsen	Elementary Principal	X
Dan Bettin	High School Principal	X
Darren Baartman	Middle School Dean of Students	X
Julie Bedow	Parent/Community Member	X
Lora Matzner	Parent/Community Member	X
Theresa Petersen	Teacher/District New Teacher Mentor Coordinator	X
Peggy Dunblazier	School Board Member and Community Member	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

Class lists were made through collaborative efforts, with teachers, in such a way that matched students with teachers who could best bring out their strengths and successfully utilize those strengths to create opportunities for growth areas. Support was given to teachers as needed.

Unfortunately, for the 2020-21 school year, we did not have Spring 2020 MCA scores to conduct data analysis in comparison with the previous 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?

o Who was included in conversations to review equitable access data?
Limit response to 200 words.

The initial classroom placement at the elementary is carefully done by teachers and administration. We take a close look at our most at-risk students and carefully match them with teachers who we believe have the strengths to meet their specific needs. We work to help them connect with teachers so they are better suited to achieve at high levels despite various barriers. Some of our more experienced and effective teachers tend to produce the best results, so we are thoughtful in our placement. These placements are watched carefully and additional support is provided as needed.

Classroom teachers, specialists, paraprofessionals, and building administrators review student academic data and performance on a regular basis. The reviews were done both at mid-quarters and at the end of each quarter. Any academic issues that presented themselves were addressed, in efforts to improve both teaching and learning.

o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

Our new teacher mentor coordinator meets with mentor teachers regularly and as requested. The coordinator provides ideas/strategies to the mentor teachers in order to help new teachers become more effective.

K-Grade 8 students identified as at risk, through evaluation of classroom assessments, teacher recommendations, and the 2018-2019 MCA data, are given additional instruction by experienced teachers in Math and ELA to work toward reducing achievement gaps.

 Our district's students are 98% caucasion and our staff is 96.03 caucasion. As a district, our reported free and reduced meal percentage averages at 28%.

Our goals include working to reduce the achievement gaps that exist between F/R and Non F/R and SPED/Non-SPED populations. Our district's focus for 2020-21 is to continue to reduce the achievement gaps in Math and Reading.

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.

  o 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.

RTR School District's 2020 students population was 586.
We are represented by the following racial/ethnic student populations:
96.1% Caucasion
 2.7% Two 2 or more races
  .7% Hispanic
  .5% Black/African-American

At present time, our staff's racial/ethnic licensed teacher population is:
98.33% Caucasion
 1.67% Hispanic ot Latino

Perhaps 1-2 additional teachers of color would better represent our student population.

  o 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.

We utilize edpost when advertising for teachers and we are in regular communication with Southwest State University with regard to top notch teacher candidates. Our goal is to provide a rich, culturally competent workplace and education for our youth.

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 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

X District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will maintain the number of students ready for Kindergarten at 90% as measured by the locally developed Kindergarten Readiness Test. Goal Met	93% or 24/26 Preschool students were deemed as being ready for Kindergarten for Fall of 2020.	*Check one of the following:* X On Track (multi-year goal) ___ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten __ 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?

  The data used to identify needs in this goal area includes results from the locally developed Kindergarten Readiness Test, teacher observations of students and review of studentwork, social, and emotional readiness, and parent input. We also coordinate with Special Education when needed. Due to COVID and having 3 months of distance learning, some parents chose to keep their kids in PreK for an additional year to ensure that there would be a successful attrition to Kindergarten after a second year of PreK.

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

  We have used a locally developed Kindergarten Readiness Tool as well as collaborative conversations between PreK and Kindergarten teachers with regards to who would be ready for successful transition to Kindergarten. We have decided to change our assessment tool going forward to GOLD. It is considered a very comprehensive assessment tool. In addition, we are adopting Creative Classroom as our new PreK curriculum.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
All general education students will read at grade-level by Grade 3, as determined by the FastBridge progress monitoring.	Unable to report	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3 <u>X</u> Unable to Report

Narrative is required; 200-word limit.

Unable to Report

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will decrease the achievement gaps in Math Proficiency between students in Special Education and those not in Special Education by 1% as measured by the Math MCA-III/MTAS.	Unable to Report	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) X Unable to Report

Narrative is required; 200-word limit.

Unable to Report

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will decrease the achievement gaps in Reading Proficiency between students in Special Education and those not in Special Education by 1% as measured by the Reading MCA-III/MTAS.	Unable to Report	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) X Unable to Report

Narrative is required; 200-word limit.

Unable to Report

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will decrease the achievement gap in Math Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by the Math MCA-III/MTAS.	Unable to Report	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) X Unable to Report

Narrative is required; 200-word limit.

Unable to Report

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will decrease the achievement gap in Reading Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by the Reading MCA-III/MTAS.	Unable to Report	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) X Unable to Report

Narrative is required; 200-word limit.

Unable to Report

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will send 90% of students in Grades 9-11 to college fairs/expos as tracked by attendance. Unable to report	Provide the result for the 2019-20 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." Unable to report	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) _X_ 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?

> Due to our school education delivery model changing due to COVID and our district implementation of distance learning, we were not able to organize and track students that attended these events. The college fairs we normally attend with students as a group were canceled for the year. There were some opportunities for students to attend college fairs online, but we are not able to track who attended these events.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
By spring 2020, the RTR Public School District will encourage 100% of students in Grades 11-12 the opportunity to visit colleges and other post-secondary institutions a minimum of two times as tracked by attendance. Unable to report	Provide the result for the 2019-20 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." Unable to report	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) _X_ Unable to Report

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The RTR Public School District provides access to a minimum of 23 college-level credits and requires that each student have the opportunity to take a minimum of one college-level course during their high school career. Goal Met	Provide the result for the 2019-20 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." All students in grades 10-12 had access to college level classes in a variety of subject areas.	*Check one of the following:* _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ Unable to Report

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The district will continue to work with partnerships with Southwest Minnesota State University, University of Minnesota, and Minnesota West Community and Technical College to provide as many post-secondary courses as possible for its students. Goal Met	Provide the result for the 2019-20 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." We continued our partnership with these colleges to offer a variety of college level classes through the College In The Schools program or through PSEO options online.	*Check one of the following:* _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ Unable to Report

All Students Graduate

Goal	Result	Goal Status
By spring 2020, the number of students graduating from the RTR Public School District within 4-years will be at or above 90%. Goal Met	Provide the result for the 2019-20 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." During the 2016-17 school year the class of 2020 started with 46 students. Of those students 41 earned their diplomas that we know of and one graduated from their home school setting.	**Check one of the following:** _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12 __ Unable to Report

Narrative is required; 200-word limit.

Data used was membership counts from the 2016-17 school year compared to the membership count of 2019-20 for the class of 2020. Some students that left our district earned diplomas from other schools. One student graduated from their homeschool situation after opting for that setting their junior year. Strategies included the use of special education services to assist students with disabilities, summer school opportunities for credit recovery, and credit recovery options during the school year to assist students to get back on track for graduation.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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 has been met. 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 2019-20 A&I plan goals for each of those schools were met.

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).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
By the Spring of 2018, the RTR Public School District will increase the number of students ready for Kindergarten from 90% to 93%, as measured by the locally developed Kindergarten Readiness Checklist.	Check one of the following: X Achievement Goal __ Integration Goal	90%	93%	Check **one** of the following: X Goal Met __ Goal Not 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?

  The data used to identify needs in this goal area includes results from the locally developed Kindergarten Readiness Test, teacher observations of students and review of studentwork, social, and emotional readiness, and parent input. We also coordinate with Special Education when needed. Due to COVID and having 3 months of distance learning, some parents chose to keep their children in PreK for an additional year to ensure that there would be a successful attrition to Kindergarten after a second year of PreK.

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

  We have used a locally developed Kindergarten Readiness Tool as well as collaborative conversations between PreK and Kindergarten teachers with regards to who would be ready for successful transition to Kindergarten. We have decided to change our assessment tool going forward to GOLD. It is considered a very comprehensive assessment tool. In addition, we are adopting Creative Classroom as our new PreK curriculum.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
By the Spring of 2020, all students will read at grade level by grade 3, as determined by the AimsWeb Curriculum Based Measurement (Fluency)	Check one of the following: X Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. 96%	Unable to Report	Check **one** of the following: __ Goal Met __ Goal Not Met X 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?

  Due to COVID, we are unable to report.

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

  Due to COVID, we are unable to report.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
By spring 2020, the number of students graduating from the RTR Public School District within 4-years will be at or above 90% (at or above 85% for student subgroups).	Check one of the following: X Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. 88%	88%	Check **one** of the following: __ Goal Met X Goal Not 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?

JMC enrollments from 2014-15 through 2017-18 were used and compared to 2017-18 through 2019-20 to determine who started as a freshman at RTR and who graduated either from RTR or another school district. Strategies in this goal area included special education support for struggling students, summer school opportunities for credit recovery, and credit recovery opportunities during the school year using the Odysseyware program.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
To increase the 5-year average district ACT composite scores for 2019-2020.	Check one of the following: X Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. 90%	Unreportable since we did not test in 2019-20	Check **one** of the following: __ Goal Met __ Goal Not Met X 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?

We did not test in 2019-20. We continued to implement the Ramp Up to Readiness program in our age appropriate groups. We added the On to College curriculum taught in Language Arts, Math, and Science areas.

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Qualifying Southwest Collaborative 10th and 11th grade students had the opportunity to enroll in college courses during the summer months. Students from the Southwest Collaborative came together in an online format in order to 1) participate in rigorous coursework, 2) earn college credits, and 3) build cross-cultural relationships. This intervention included all member districts of the SW Collaborative, including our two racially isolated districts.

Our Southwest Integration Collaborative offered two 3-credit summer classes to our sophomores and
juniors during the 2019-2020 school year. These were online classes, due to the COVID pandemic. We
had 3 students enroll and complete the coursework. These displayed a 100% increase compared to the
prior year. The two classes offered were Astronomy and Introduction to Criminal Justice.

The positive impact on their families was financially advantageous, as students were able to obtain 3 college credits via the Achievement and Integration funding source. The impact on the students who participated was positive.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring 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 2020-21 school year?

Due to COVID, we relied on classroom data and curriculum assessment data received prior to March This data, along with data collected in the Fall of 2020, was used to inform the decision-making for the Fall of 2020 to identify students who may be considered behind.

Our resolve in meeting our goals has not changed, despite having to change to a distance learning model in the Spring of 2020. The additional Math and ELA enrichment classes for K-Gr.8 students, identified as being at-risk, could not be offered in person. We continued to provide extra attention, electronically, in order to continue to ensure their progress.

During the 2020-2021 school year, our district was able to maintain an in-person learning model for PreK-Gr.5 and a hybrid learning model for Grades 6-12 through November 24th. This allowed us to conduct assessments to evaluate where our students were academically.

Our 2020-2023 Achievement and Integration plan was done with careful consideration while remaining steadfast in our resolve to continue to plan for the achievement and integration of all of our students, knowing that the method of instructional delivery could continue to change depending on the status of the pandemic.