m1 DEPARTMENT OF EDUCATION

2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Springfield School District, ISD #85

Grades Served: PreK-12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

<u>X</u>   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 2020-21 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 2020-21 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 the 2019-2020 ended under unique circumstances due to the COVID-19 pandemic as well as impacted the 2020-21 school year. 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.

<mark>Springfield Public Schools WBWF web link</mark>:

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.

  https://www.springfield.mntm.org/cms/lib/MN01000816/Centricity/Domain/192/2019-20%20Combined%20WBWF%20Summary%20and%20Achievement%20and%20Integration%20Progress%20Report%20-%20Final%2011.18.20.pdf

- Provide the direct website link to the A&I materials.
  https://www.springfield.mntm.org/cms/lib/MN01000816/Centricity/Domain/192/2019-20%20Combined%20WBWF%20Summary%20and%20Achievement%20and%20Integration%20Progress%20Report%20-%20Final%2011.18.20.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 2020-2021 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. ***November 10, 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 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)
Brenda Anderson	*Parent*	*X*
Tiffany Trapp	*Parent*	*X*
Sarah Groebner	*Parent/School Board Member*	*X*
Lori Groebner	*Parent/School Board Member*	*X*
Jessica Potter	*Parent/School Board Member*	*X*
Zach Granda	*Student*	*X*
Luke Boyle	*Student*	*X*
Kiera Lafferty	*Student*	*X*
Gigi DeBerg	*Counselor*	*X*
Jack Ziemer	*Teacher*	*X*
Darcy Hoyt	*Teacher*	*X*
Jim Eckstein	*Teacher*	*X*
Jeff Kuehn	*Parent/Elementary Principal*	*X*
Pat Moriarty	*Parent/HS Principal*	*X*
Keith Kottke	*Parent/Superintendent*	*X*

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-2021 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-2021 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.

   o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

   Utilizing the annual Teacher Evaluation Rubric, Grade Level and Subject Professional Learning Community goals, and standardized student test data results via: Aims Web, NWEA, MCA.

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

   Teacher grade-level and subject teams, professional learning community; District Advisory Committee

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

The district Teacher Evaluation System requires all probationary teachers receive 3 formal observations annually, while tenured teachers receive at least one formal observation annually. The district actively seeks to hire licensed in-field teachers. The district use of frequent professional learning community meetings has been integral in ramping up less experienced teachers command of district pedagogy methods by subject.

o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
Limit response to 200 words.

Due to our school size and educational programming design, these gaps do not exist and goals designed are based upon personalized learning and individual student academic needs.

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.

  The district ethnicity rate is 7.9% Hispanic, 0.5% Asian, 0.2% Black or African-American, and 91% White. The district is having a difficult time finding in-field teachers. The district has not received applicants for any open teaching positions that would provide access to teachers that would reflect our student diversity. To reflect our student population, the school district would need to hire 3.5 Hispanic teachers. The state of MN currently has 1034 Hispanic teachers reported and would need to hire 5920 additional Hispanic teachers to reflect the 9.48% of Hispanic students served in Minnesota school districts.

  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.

  The district post's teaching positions on St. Cloud State Edpost, MASA, K-12 Job Spots, Frontline Education(nationwide) and the district website. Frontline Education is a purchased program. We feel fortunate in today's teacher shortage to get more than one applicant for some positions. The district is an equal opportunity employer.

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
Provide the established SMART goal for the 2019-20 school year. *80% of all school readiness students will be able to recognize all letters of the alphabet.* *80% of all school readiness students will be able to recognize numbers 1 through 10.*	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." *70% of all school readiness students attained letter recognition.* *84% of all school readiness students will be able to recognize numbers 1 through 10.*	*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) _X_ 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?

- What strategies are in place to support this goal area?
  We use AIMSweb screenings 3 times per year to measure letter and number recognition for our kindergarten students. This goal is measured based upon the results of the fall screening upon entry into kindergarten. This goal is supported by an RtI model that is embedded within both our preschool and elementary.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. *81% of third grade students will meet or exceed grade-level reading proficiency on the MCA.*	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." *79% of third grade students were proficient on the MCA reading assessment*	*Check one of the following:* __ On Track (multi-year goal) — Not On Track (multi-year goal) __ Goal Met (one-year goal) _X_ 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 __ 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?
The school district uses this data to inform our instruction and to plan interventions for students that are below grade-level. These interventions range from Title support, to after-school tutoring, to inclusion in the Minnesota Reading Corps. The 2019-2020 Goal was 78% and the district was not able to administrate the MCA exams that year due to COVID-19.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. *To reduce the achievement gap between the FRP and non-FRP student population enrolled the full academic year for all grades tested within Springfield Public Schools on all state reading accountability tests (MCA and MTAS). Targets for the achievement gap are 20% for 2020, 15% in 2021, 10% in 2022, and 5% in 2022. This progression represents an annual reduction of 5% from 2020-2023.*	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." *Our district's achievement gap in reading between FRP and non-FRP students was 14.1% in 2021. This is an improvement of 1.6% from our initial gap in 2017. Our district's achievement gap is 15.3% better than the state's achievement gap.*	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ 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 school district uses annual MCA data to measure our proficiency rates in the area of reading. MCA data provides disaggregated information.

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

  The school district literacy plan and professional growth process embeds consistent goal setting and intervention efforts to ensure that all students are making gains in the area of reading.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. *To improve student readiness and awareness for post-secondary education by ensuring that all (100%) 6th grade students in the CRIC collaborative school districts participate in an integrated post-secondary expo experience.*	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." *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?

  We use attendance and survey data to measure the participation and understanding gained by students through this annual event. All students are invited to attend and participation has been 100% annually. We believe that this goal is being pursued with fidelity and achieved with great success.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. *100% of all twelfth-grade students will graduate by or on the school-designated commencement date.*	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." *100%*	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) _X_ 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.

- 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?

Graduation data is used to measure this goal and it is an area of great success for our school. We utilize a variety of intervention efforts (including ICU and online learning platforms) to ensure that all students earn the credits necessary to graduate. We believe that we are implementing these strategies with great fidelity and that our efforts are bearing great fruit for the students graduating from our school district. The district had designed and laid out programming needed for those that did not graduate to meet graduation requirements over the summer months. We look forward seeing continued success in this goal area.

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 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. *To reduce the achievement gap between the FRP and non-FRP student population enrolled the full academic year for all grades tested within Springfield Public Schools on all state reading accountability tests (MCA and MTAS). Targets for the achievement gap are 20% for 2020, 15% in 2021, 10% in 2022, and 5% in 2023. This progression represents a 5% annual reduction.*	Check one of the following: _X_ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2020-23 plan. *In 2020, the FRP proficiency rates were not determined due to cancelling MCA tests due to COVID-19.*	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." *Based on the results of the 2021 MCA reading assessments, our district's achievement gap is 14.1% between our FRP population (54.3%) and our non-FRP population (68.4%). This gap is 15.35% lower than the state's achievement gap between these two sub groups (FRP MCA reading performance is 32.4% and non-FRP is 61.8%)*	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?
- What strategies are in place to support this goal area?

Our district uses annual MCA data to measure our proficiency rates in the area of reading. MCA data provides disaggregated information.   Our local literacy plan and professional growth process embeds consistent goal setting and intervention efforts to ensure that all students are making gains in the area of reading. We believe that we're implementing interventions with great fidelity and that support systems are in place to ensure student learning. When comparing our data with state averages, we far exceed the performance elsewhere (7.9% gap locally vs. 18.9% statewide). It should also be noted that our current performance shows a 7.8% gain from the previous year's achievement gap. We will continue to monitor our progress on this goal and pursue high achievement for all students in the area of reading.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. *To reduce the disparities in equitable access to effective and more diverse teachers in our school, Springfield Public Schools will aim to further departmentalize our departments and grade-levels in the elementary to create a balance where students receive access to instruction from both male and female instructors during each school day.*	Check one of the following: _X_ Achievement Goal ___ Integration Goal *The percentage of elementary students (grades 1-6) able to experience daily homeroom and specialist instruction from teachers of each gender will be 100%.*	Copy the baseline starting point from your 2020-23 plan. *100%*	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." *100%*	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?
- What strategies are in place to support this goal area?

In order to best utilize the outstanding and diverse staff that we already have in place, we will continue to be mindful of the strategies we use to establish schedules and teaching assignments that give kids opportunities to learn from teachers of both genders. At the current time, we are a 2-section elementary school in all grade-levels with the exception of 1st grade (3 sections). At the junior high and high school level, we also operate with a 2-3 section configuration. By being strategic in our placements of students and staff, we can guarantee that all students have the opportunity to learn from both males and females on a daily basis. This is especially unique within an elementary setting where males are often difficult to recruit and retain. Our school has been successful in that regard and by departmentalizing throughout our elementary (primarily grades 1-6) we allow students to spend significant parts of each school day with a teacher of each gender (one male and one female homeroom teacher at each grade level with the exception of 1st grade—1 male and 2 females). This is a great opportunity for kids to get the mentoring and support from staff that may or may not represent their experiences at home. It allows us to put positive role models of both genders in their lives and it enhances our ability to effectively communicate between home and school regarding a variety of issues. This experience is further enhanced by our specialist staff as our music and PE departments are made up of males while our Global Explorations, media literacy, and media center staff are female. We believe that the strategic placements of these staff will create an outstanding learning environment for students by which they can gain the skills and support that they need.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. *To improve student readiness and awareness for post-secondary education by ensuring that all (100%) 6th grade students in the CRIC collaborative school districts participate in an integrated post-secondary expo experience.*	Check one of the following: __ Achievement Goal _X_ Integration Goal	Copy the baseline starting point from your 2020-23 plan. *Due to COVID-19, the secondary expo experience was not held in 2020 or 2021 school years.*	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: — 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?

Based on the needs assessment by the Cottonwood River Integration Collaborative (CRIC) in March 2019 38% of the CRIC sixth grade students indicated they had never been on any college campus. The leaders in the CRIC school districts analyzed the data and decided to meet the needs our students should be exposed to post-secondary opportunities at an early age along with the students having the opportunity to engage with students from other school districts. We will plan to offer, in collaboration with the other CRIC school districts, the opportunity for our sixth grade students to be exposed to a technical college and a four-year college so students begin to understand the opportunities and the requirements for specific career pathways at an early age to assist them in planning their elective classes during their high school career. Along with the tours, we will provide a motivational speaker for the students who will share the importance of education for our students. These opportunities will assist students and help prepare students for the phase of life following high school. Sixth grade students will be administered a pre-survey and a post-survey with the following questions: Have you been on a college campus? I understand there are several options for me after I complete high school.; I understand what a college campus is like.; I understand there are steps I can take in middle school to help me prepare for success in the future. The response choices will be strongly disagree, disagree, agree and strongly agree. We will analyze and the percent of students agreeing and percent of students strongly agreeing and should see an increase from the pre-survey to the post-survey results each year.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. *To expand the curriculum and enrich the educational experience for our elementary students, Springfield Elementary will use incentive revenue to plan and host a summer STEAM academy. This program will challenge and accelerate the learning of students that have a need for remediation in the subjects of science, technology, engineering, art, and mathematics.*	Check one of the following: __ Achievement Goal _X_ Integration Goal *75% of the students that are targeted as "at-risk" in the areas of STEAM learning will participate in the summer academy*.	Copy the baseline starting point from your 2020-23 plan. *Due to COVID-19 Unable to report 2020 Steam Academy Baseline*	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." *The target goal was not met.* *We believe this is due to a variety of factors including concerns over COVID, many of the candidates being distance learners, some candidates having special needs, and some having moved away prior to the start.*	Check **one** of the following: __ Goal Met _X_ Goal Not Met __ Unable to Report

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.

Our district uses annual MCA data to measure our proficiency rates in the area of math and science. Students that are not proficient are targeted as candidates for the summer STEAM academy.   As noted above, it was disappointing to see a lower than expected enrollment in this program (particularly of students targeted for support). We believe this is due to a variety of factors including concerns over COVID, many of the candidates being distance learners, some candidates having special needs, and some having moved away prior to the start.

After further reflection it seems that we may need to adjust this goal and/or alter our recruitment tactics to ensure that the students in greatest need of this experience actually participate in the future.

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?

Our integration strategy is greatly facilitated through our regional college EXPO which was designed to include four year and technical colleges. Due to the impact of COVID-19 we were not able to host this event. The event is designed to allow our students the opportunity grow in their awareness and capacity to engage in learning with peers of a wide variety of backgrounds. There is a mutual respect and appreciation of the various cultures and backgrounds that these students come from. We're thankful for the opportunities our students have to integrate with their regional peers and we look forward to continuing the work of building these connections in future years.

Link on MDE for the reporting.
http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607090402_5fca40e241c1d8.37843899&sg_navigate=start

Racially Identifiable Schools

If your district's 2020-23 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	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." Type response here.	Check **one** of the following: __ 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?
- What strategies are in place to support this goal area?

Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. Type response here.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	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." Type response here.	Check **one** of the following: ___ 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?

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

Type response here.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

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.

Type response here.

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?

Type response here.

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 A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), 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, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	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." Type response here.	Check **one** of the following: __ 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?

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

Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2020-23 plan. Type response here.	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." Type response here.	Check **one** 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?

Type response here.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

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.

Type response here.

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?

Type response here.

Racially Identifiable Schools

If your district's 2019-22 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for <u>districts with one or more racially identifiable schools.</u>

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-21 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2020-21 plan. Type response here.	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." Type response here.	Check **one** 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?

Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2020-21) Actual	On Track?
Copy the SMART goal statement from your 2020-21 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	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." Type response here.	Check **one** 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?

Type response here.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

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.

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Impacts from Distance Learning

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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?

Type response here.