



2019-20 Combined World's Best Workforce (WBWF) Summary

District or Charter Name: Rothsay Public School

Grades Served: PreK-12

WBWF Contact: Wade Johnson

Title: Superintendent/HS Principal

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WBWF: Required for all districts/charters.

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

<https://www.rothsay.k12.mn.us/docs/district/fy18%20rothsay%20wbwf%20summary%20pdf.pdf?id=151>

Annual Public Meeting

- World's Best Workforce annual meeting will be at 6pm on December 9, 2019.

District Advisory Committee

<u>District Advisory Committee Members</u>	<u>Role in District</u>	<u>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</u>
<u>Wade Johnson</u>	<u>Superintendent/HS Principal</u>	<u>N/A</u>
<u>Emily Sternberg</u>	<u>PreK-6 Principal</u>	<u>N/A</u>
<u>Jessi Colby</u>	<u>Board member</u>	<u>N/A</u>
<u>Anita Heier</u>	<u>HS Math Teacher</u>	<u>N/A</u>
<u>Lori Tillman</u>	<u>HS and Elem Parent</u>	<u>N/A</u>
<u>Jen Sletten</u>	<u>Business Teacher</u>	<u>N/A</u>
<u>Kristen Heidecker</u>	<u>Elementary Parent</u>	<u>N/A</u>
<u>Ingrid Johnson</u>	<u>Elementary Teacher</u>	<u>N/A</u>
<u>Jessica Metzger</u>	<u>HS and Elementary Parent</u>	<u>N/A</u>

Equitable Access to Excellent and Diverse Educators

Our district has very few minorities and we have not had minorities apply and interview for our positions. We only had two teacher openings last year and hired people with out of field permissions. At this point, Rothsay school interviews all viable candidates for positions – that is the process. We hope in the future to get more applicants.

Currently, our school does not have any racial and ethnic diversity on staff. Rothsay school has offered interviews to all candidates with a diverse racial or ethnic background – none have accepted. This is despite advertising across two states.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

For this 2019-20 WBWF summary report submission, please check the boxes 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

All Students Ready for School

<u>Goal</u>	<u>Result</u>	<u>Goal Status</u>
2019-20 District kindergarten readiness goal in Math: To increase the number of students entering kindergarten meeting benchmark (above 20%-tile) in early math skills composite score by 2% according to the Formative Assessment System for Teachers (FAST™). 80% in fall 2019 to 82% in fall 2020.	Fall 2020: 80% of students entering kindergarten meeting benchmark (above 20%-tile- district) in early math skills composite score according to the Formative Assessment System for Teachers (FAST™).	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten
2019-20 District kindergarten readiness goal in Reading: To increase the number of students entering kindergarten meeting benchmark (above 20%-tile) in early reading skills composite score by 2% according to the Formative Assessment System for Teachers (FAST™). 88% in fall 2019 to 90% in fall 2020.	Fall 2019: 90% of students entering kindergarten met benchmark (about 20%-tile- National) in early reading skills composite according to the Formative Assessment System for Teachers (FAST™).	

Narrative is required; 200-word limit.

- Rothsay School prioritizes early literacy initiatives ensuring all students are proficient readers. The district plan includes incrementally improving kindergarten readiness percentage by two points per year through progress monitoring with FAST testing.
- Efforts to sustain and continue Voluntary Pre-Kindergarten program is foundational to lasting success in this area.
- District sub-groups are free-and-reduced students and special education students.

All Students in Third Grade Achieving Grade-Level Literacy

<u>Goal</u>	<u>Result</u>	<u>Goal Status</u>
<p>2019-20 kindergarten through third grade goal in reading: To increase the number of students proficient (Percentile rank above 20%) on the Formative Assessment System for Teachers (FAST™) aReading assessment by 2%. 75% in 2019 to 77% in 2020. Fall 2020 data used for reporting.</p> <p>2019-20 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students' proficient by 2% in all identified subgroups. 61.9% proficient in 2019 to 63.9% in 2020. (54.6% proficient is the 2019 state average)</p>	<p>Fall 2020: 79% of students in grades Kindergarten through 3rd grade were proficient (above the 20th percentile) on Formative Assessment System for Teachers (FAST™) aReading assessment</p> <p>2020 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency: Results not available</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Narrative is required; 200-word limit.

- RPS uses FAST data in fall, winter, and spring, as well as STAR reading data administered monthly to identify the students falling below benchmark or not meeting progress-monitoring goals. Data disseminated by FAST and STAR provides information connected to specific skills and standards that students in all subgroups, specifically, Free-Reduced Lunch and Special Education, meet goals.
- RPS MTSS provides programming through Title I and RTI for students not meeting benchmark criteria. Interventions and progress-monitoring measure student growth weekly. At RPS, our MTSS/RTI model is designed to provide specific, targeted, research-based interventions at varying rates of intensity, based on students' needs. Diagnostic data (STAR, Fastbridge, MCA) is used to determine which students to help and how to do so. Students are placed in the intervention program(s) that best meet their needs. Interventions in Tier 2 and 3 include (but are not limited to): PRESS, Guided Reading, IXL, Reading Eggs, Reading Express, Math Corps, Reading Corps.

- Students not responding to Tier 1 instruction receive Tier 2 instruction supplements core instruction using targeted, evidence-based small-group interventions to help them. Students in Tiers 2 and 3 are monitored weekly, which allows targeted instruction for students in each tier.

Close the Achievement Gap(s) Between Student Groups

<u>Goal</u>	<u>Result</u>	<u>Goal Status</u>
<p>2019-20 District MCA (Minnesota Comprehensive Assessment) proficiency goals in Math: 1.) To increase the number of students' proficient by 4% in Free/Reduced-Price Meals subgroup from 54.3% in 2019 to 58.3% in 2020. (57.7% proficient is 2018 state average). 2.) To maintain the percentage of students proficient in the Special Education subgroup of 33.3% in 2019, well above statewide average of 27.7%.</p> <p>2019-20 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: 1.) To increase the number of students' proficient by 2% Free/Reduced Meals subgroup from 52.9% in 2019 to 54.9% in 2020 (above the statewide average of 40%). 2.) To increase the proficiency of the Special Education subgroup from 16.7% in 2019 to equal that of the statewide average of 29.8% (2019).</p>	<p>MATH: 2020 MCA results not available</p> <p>READING: 2020 MCA results not available.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200-word limit.

- Rothsay School wishes to close all achievement gaps with regards to our one measurable sub-group, free and reduced, and hope to maintain that course as we are doing well in that area.

All Students Career- and College-Ready by Graduation

<u>Goal</u>	<u>Result</u>	<u>Goal Status</u>
100% of Rothsay School students are career and college-ready by graduation	Survey results showed 8 of 10 students graduating in 2020 had post-secondary education or career plans and goals.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200-word limit.

- The data used to determine career and college readiness will be a survey of our seniors just prior to their graduation. We want every senior to have a solid plan in place to embark on a career or to enter college. Rothsay School has doubled its career counselor time in order to make sure that our students have a plan. The plan includes personal learning plans, college fairs, job fairs, job shadowing, one on one career and college advisement meetings, parent meetings, and FAFSA informational meetings. The strategies are solid and should provide students with a plan for success. The final survey will determine our results.

All Students Graduate

<u>Goal</u>	<u>Result</u>	<u>Goal Status</u>
100% of students in grade 12 for the 2019-20 school year will graduate, an increase from 96% graduation rate in 2017-18.	100% of students in grade 12 graduated in Spring 2020.	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required; 200-word limit.

- Rothsay School has a mission to have all students graduate as a goal. While realizing that 100% is a lofty goal, we are not shying away from the challenge. All students should graduate from high school and we are prepared to help them do so. We have an excellent intervention system including, but not limited to WIN (What I Need) time each day that should aid any student who has the drive to succeed to their ultimate high school goal, graduation.