



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: Rothsay Public School

Grades Served: PreK-12

WBWF Contact: Wade Johnson

A&I Contact: N/A

Title: Superintendent/HS Principal

Title: N/A

Phone: 218-867-2116

Phone: N/A

Email: wjohnson@rothsay.k12.mn.us

Email: N/A

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

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)
Wade Johnson	Superintendent/HS Principal	N/A
Karilee Traurig	PreK-6 Principal	N/A
Jessi Colby	Board member and HS Parent	N/A
Anita Heier	HS Math Teacher	N/A
Lori Tillman	HS and Elem Parent	N/A
Jen Sletten	Elementary Parent	N/A
Kristen Heidecker	Elementary Parent	N/A
Ingrid Johnson	Elementary Teacher	N/A
Jessica Metzger	HS and Elementary Parent	N/A

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.

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 licensed candidates for positions – that is the process. We hope in the future to get more applicants.

- 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.

Currently, our district 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.

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.

Rothsay School advertises across two states and interviews all candidates. We have not had a candidate that would help us to increase the diversity in our district.

- 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 same as above. Rothsay School interviews ALL candidates and has had zero opportunities to hire a teacher of color and/or an American Indian candidate.

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

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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

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

Goals and Results

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

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Fall 2021 District kindergarten readiness goal in Math: All students score at or above the 30th percentile on the national scale. (FAST™).</p> <p>Fall 2021 District kindergarten readiness goal in Reading: All students score at or above the 30th percentile on the national scale. (FAST™).</p>	<p>Fall 2020: 80% of Rothsay kindergarten students scored at or above the 30th percentile on the national scale. (FAST™).</p> <p>Fall 2020: 65% of Rothsay kindergarten students scored at or above the 30th percentile in reading on the national scale. (FAST™).</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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 checked="" type="checkbox"/> Met None (multiple goals)</p>

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

COVID did not play a large part in gathering data because Rothsay School was in-person for the entire 20-21 school year.

- 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 though 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

Goal	Result	Goal Status
<p>2020-21 kindergarten through third grade goal in reading: To increase the number of students proficient (Percentile rank above 20%) on the national scale for the Formative Assessment System for Teachers (FAST™) aReading assessment by 2% to 79% in 2021. Fall 2021 data used for reporting.</p> <p>2020-21 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency goal in Reading: To increase the number of students’ proficient by 2% in all identified subgroups to 65.9% in 2021. (48.2% proficient is the 2021 state average)</p>	<p>Fall 2020: 83% of students in grades Kindergarten through 3rd grade were proficient (above the 20th percentile) on the national school for the Formative Assessment System for Teachers (FAST™) aReading assessment</p> <p>2020 Grade 3 District MCA (Minnesota Comprehensive Assessment) proficiency: Rothsay had 52% of third graders test as proficient in reading.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

COVID did not play a large part in gathering data because Rothsay School was in-person for the entire 20-21 school year.

- 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

Goal	Result	Goal Status
<p>2020-21 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 – However, there was no test. (33.5% proficient is 2019 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 24.0%.</p> <p>2020-21 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 2021 (above the statewide average of 31.7%). 2-To increase the proficiency of the Special Education subgroup from 16.7% in 2019 to equal that of the statewide average of 22.1% (2019).</p>	<p>MATH:</p> <p>1-2021 MCA result: 38.0% proficiency in the Free/Reduced Price Meals subgroup which was above the state average.</p> <p>2-2021 MCA result: 23.8% of students were proficient in the Special Education subgroup which was well above the state average of 18.9%.</p> <p>READING:</p> <p>1-2021 MCA result: 40.0% proficiency in the Free/Reduced Price Meals subgroup which was well above the state average of 31.7%.</p> <p>2-2021 MCA result: 14.3% of students were proficient in the Special Education subgroup which was below the state average of 22.1%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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>

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

COVID did not play a large part in gathering data because Rothsay School was in-person for the entire 20-21 school year.

- **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

Goal	Result	Goal Status
100% of Rothsay School students are career and college-ready by graduation	Survey results showed 10 of 10 students graduating in 2021 had post-secondary education or career plans and goals.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

COVID did not play a large part in gathering data because Rothsay School was in-person for the entire 20-21 school year.

- **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 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

Goal	Result	Goal Status
100% of students in grade 12 for the 2020-21 school year will graduate.	100% of students in grade 12 graduated in Spring 2021.	<p>Check one of the following:</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>

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

COVID did not play a large part in gathering data because Rothsay School was in-person for the entire 20-21 school year.

- 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.