



## 2021-22 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 2021-22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** 0593-01 Crookston Public School District

**Grades Served:** PreK-12

**WBWF Contact:** Matt Torgerson

**A&I Contact:** Dave Kuehn

**Title:** 7-12 Principal

**Title:** Superintendent

**Phone:** 218-281-2144, ext. 2204

**Phone:** 218-281-5313, ext. 2102

**Email:** matttorgerson@isd593.org

**Email:** davekuehn@isd593.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2021-22 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 2021-22 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 2021-22 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 (2021-22) 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: **Yearly Meeting along with report being posted on district website: [www.crookston.k12.mn.us/parents-and-students](http://www.crookston.k12.mn.us/parents-and-students)**
- Provide the direct website link to the A&I materials: **[www.crookston.k12.mn.us/parents-and-students](http://www.crookston.k12.mn.us/parents-and-students)**

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021-22 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.

- **Crookton School District's Public Meeting is December 12, 2022 at 6:00 PM**

## 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 2021-22 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)
Matt Torgerson	7-12 Principal	X
Dave Kuehn	Superintendent	X
Victoria Ramirez	Parent/Community Member	
Mary Ann Isaacs	Parent/Community Member	
Mary Gusse	Parent/Community Member	
Laurie Capistran	Parent/Community Member	
Dave Emanuel	Indian Education Coordinator	X
Isaac Thomforde	Student	
Libby Salentine	Student	
Ethan Tangquist	Student	
Dave Davidson	School Board	X
Chris Trostrad	Elementary Principal	X
Sara Geist	Literacy/Title Coordinator	X
Denise Oliver	Elementary/Principal/Community Ed./Curriculum	X
Kathy Stronstad	District Student Support Director	X
Tara Klein	Secondary School Counselor	X
Ashley Stoppa	Secondary Teacher/Parent	
Tim Moe	Secondary Teacher/Parent	
Rena Tanquist	Elementary Teacher/Parent	

Heidi Achartz	Elementary Music Teacher/Parent	
Leah Winjum	Parent/Community Member	
Jennifer Solie	SecondaryTeacher	
Kim Davidson	Elementary Teacher	
Sue Wagner	Secondary Teacher/Parent	

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2021-22 school year. Report on your equitable access to excellent and diverse educators for the start of the 2021-22 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?
  - *The Crookston Public School District is a medium sized rural school district in northwest Minnesota with around 1170 students in Grades PK-12. The Crookston Public School District has 89 PK-12 full-time teachers.*
  - *The majority of our teachers are considered “Experienced” Teachers and hold Tier 4 licenses, except for six teachers who hold either a Tier 2 license, Tier 3 license or Out of Field Permission license. Approximately 51% of our teachers have obtained their Masters Degree.*
  - *ALL students, including our SPED and F & R students receive full access to all services within the district, as well as have access to our “Experienced” Teachers.*
  - *At the Elementary level (K-6) there are three to four sections at each grade level. All elementary classes are self-contained in grades K-6. Our class sizes at the elementary level reflect the district’s effort to maintain smaller class sizes with ranges of 16-21 students per class in Grades K-3 and 16-24 students in Grades 4-6, allowing teachers to focus on the individual needs of the students they serve.*
  - *Student backgrounds and learning styles are definitely considered when placing students with teachers in Grades K-6, in order to best match students with the appropriate teacher.*
  - *At the secondary level, each department is made up of 1-4 teachers who work closely with students to identify strengths and needs of the students they see on a daily basis. ALL teachers at the secondary level are teaching in their area of expertise/licensed area, except for 1 teacher who has an Out of Field Permission License.*
  - *The district utilizes Building Leadership Teams and PLC’s to assist in making decisions on improving student achievement. Our district recognizes that having experienced, effective teachers in front of students is a major factor in supporting student learning.*
  - *Tenured teachers are formally evaluated by a principal on a yearly basis and probationary teachers are evaluated by a principal three times a year.*
  - *ALL new teachers are assigned a mentor (experienced, effective teacher) who will work closely with the new teacher during their first three years (probationary period). Our mentor program has successfully assisted with the positive growth demonstrated by our new teachers during their probationary period.*
  
- Who was included in conversations to review equitable access data?
  - *The Administrative LEAD Team is made up of the Superintendent, a District Student Support Director, a EC/Kindergarten Principal, a Grade 1-6 Principal, a 7-12 Principal, and an Assistant 7-12 Principal. The Building Leadership Teams at each of three schools are made up of K-12 teachers and administration. The District WBWF/Advisory Committee is made up of teachers, students, parents, school board members, community members and administration, which serves only in an advisory role. Issues in this segment would be addressed by a combination of these teams.*
  
- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - *Strategies or goals that the district has used include competitive compensation and benefits; alternative pathways to teach; attendance at the Regional & State Job Fairs; as well as partnering and/or communication with area colleges (observation hours & student teaching). The District also has mentors assigned to new teachers to provide guidance during their probationary years. Our school district posts and interviews the best-qualified individuals regardless of race, color, creed, religion and the multitude of diversity – we want the best teacher/employee. When we do have openings, we advertise them on the state-wide web site – EdPost, which reaches a wide-spread audience in MN, as well as is accessed by teachers looking for jobs from border-states (WI, IA & ND). For the 2021-2022 school year, the district had six full-time openings that we advertised for in the areas of Special Education, Elementary*

*Education, Elementary Physical Education and High School World Language (Spanish) -- the district had one applicant for three elementary openings, one applicant for the Physical Education position, one applicant for the Spanish position and no applicants for the Special Education position. Through interviewing and recruitment efforts, the district was able to hire Tier 3 or Tier 4 teachers for all of these positions.*

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
  - *The District's goal is a continued and intentional focus on hiring highly-qualified teacher candidates for the openings that we have in order to provide our students with access to experienced teachers that are licensed in the appropriate area(s), as well as have a strong curriculum and instructional background.*

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?
    - *According to our MARSS Final Count for the 2021-2022 school year, the racial and ethnic student groups attending the Crookston School District are American Indian, Asian, Hispanic, Black, White, Hawaiian/Pacific Islander. Our student makeup is as follows: White – 61%; Hispanic/Latino - 24%; American Indian - 13%; and others (Black, Asian, Pacific Islander) – 2%. Regarding teachers reflecting the diversity of our students, our teaching staff is 98% white, 2% Hispanic, so our staff composition does not reflect appropriate representation when comparing our staff to our student body.*
    - *The Crookston Public School District would need to have 22 Hispanic/Latino teachers and 12 Native American teachers in order to reflect our student population.*
  - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
    - *Strategies or goals that the district has used include competitive compensation and benefits; alternative pathways to teach; attendance at the Regional & State Job Fairs; as well as partnering and/or communication with area colleges (observation hours & student teaching). The District also has mentors assigned to new teachers to provide guidance during their probationary years. Our school district posts and interviews the best-qualified individuals regardless of race, color, creed, religion and the multitude of diversity – the district wants the best teacher/employee. When the district has openings, they are advertised on the state-wide web site – EdPost, which reaches a wide-spread audience in MN, as well as is accessed by teachers looking for jobs from border-states (WI, IA & ND). For the 2021-2022 school year, we had 6 full-time openings that we advertised for in the areas of Special Education, Elementary Education, Elementary Physical Education, High School World Language (Spanish) and Industrial Tech -- the district had one applicant for three elementary openings, one applicant for the Physical Education position, one applicant for the Spanish position and no applicants for the Special Education position or the Industrial Tech position. Through interviewing and recruitment efforts, the district was able to hire Tier 3 or Tier 4 teachers for all of these positions, including one teacher of color.*

## 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
Provide the established SMART goal for the 2021-22 school year.  <i>Increase the number of students who are ready for Kindergarten by decreasing the number of students in the Fastbridge high-risk category for reading (35%).</i>	Provide the result for the 2021-22 school year that directly ties back to the established goal.  <i>In the Fall of 2019, the district did meet the goal with only 26% in the high-risk category. In the Fall of 2020, the district did meet the goal with only 31% in the high-risk category. In the Fall of 2021, 33% were high risk -- the district again met this goal.</i>  <i>On-Track (multi-year goal)</i>	<b>Check one of the following:</b> <input checked="" type="checkbox"/> <b>On Track (multi-year goal)</b> <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 type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - *Early Childhood Screening, “Kindergarten Readiness” Checklist & Fastbridge Assessments used (Early Reading & SAEBRS), as well as research based curriculum, ECSE Collaboration & ECFE Activities.*
- What strategies are in place to support this goal area?
  - *Licensed School Readiness/Preschool Teachers, teacher PLC work, individualized instruction with support for specific needs, and small group reading instruction. We have also increased the number of attendance days for students in our 3 and 4-year old programs.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021-22 school year.</p> <p><i>Increase the reading proficiency percentage for all third graders to pre-COVID levels. Our District Goal is 56% based on MCA scores.</i></p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p><i>Baseline Data -- In 2017 the percentage was 51.5% and in 2018 the percentage was 65.3%</i></p> <p><i>In 2019 the percentage was 52.8% (did not meet), in 2020 the percentage was not available, in 2021 the percentage was 55.7% (did not meet) and in 2022 the percentage was 36.4% (did not meet)</i></p> <p><i>Not On-Track (multi-year goal).</i></p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> <b>On Track (multi-year goal)</b></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. *NA – We were in school with in-person learning.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *Our goal was written to include ALL third grade students and therefore is not broken into different student groups.*
  - *The district is using Fastbridge & MCA data in tracking the needs of our students. The district has implemented a strong reading intervention program at the Grades 1-4 level. Through the implementation of several reading interventionists and a strong Title program, our district has been able to measure scores/data demonstrating that our district is closing the gap. Our district continues to focus on differentiating instruction with our low-income students, specifically those students not progressing at the appropriate level with our Fastbridge Assessment and/or those students partially meeting or not meeting proficiency on the MCA’s.*



- What strategies are in place to support this goal area?
  - *Strong curriculum, small group instruction, reading intervention specialist, research based interventions, differentiated instruction, goal setting and a strong Title Program.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021-22 school year.</p> <p><i>Close the achievement gap average for math and reading using district MCA subgroup test averages in comparison to the MDE Long Range Goals benchmarks.</i></p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p><i>Reading:</i>  <i>African American 33.3% - 16.8%</i>  <i>Native American 33.3% - 27.1%</i>  <i>Hispanic 27.4% - 24.3%</i>  <i>White 36.3% - 41.6%</i>  <i>Two or more races - 37.5% - 32.2%</i>  <i>ELL - 0.0% - 11.8%</i>  <i>Special Education -18.6% - 25.9%</i>  <i>Free/Reduced 35.4% - 32.0%</i></p> <p><i>Math:</i>  <i>African American 33.3% - 16.8%</i>  <i>Native American - 24.5% - 14.7%</i>  <i>Hispanic - 21.4% - 16.5%</i>  <i>White - 35.9% - 34.4%</i>  <i>Two or more races 25.0% - 22.9%</i>  <i>ELL - 0.0% - 12.5%</i>  <i>Special Education 19.8% - 24.1%</i>  <i>Free/Reduced 29.2% - 23.8%</i></p> <p><i>On Track to Meeting Goal in most subgroups</i></p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> <b>On Track (multi-year goal)</b></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. *NA – We were in school with in-person learning.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - *MCA data is used to track the needs of our students in this goal area. We use the secure report data for Special Education and Free/Reduced Price Meals to disaggregate these two student groups. We did disaggregate data based on race or ethnicity. We are using the long term goals that MDE set, which the state is also not meeting*
- What strategies are in place to support this goal area?

- *The district has implemented a strong reading & math intervention program, as well as the district has a strong Title Program. Via the use of Federal COVID funding, the district has implemented an after school reading intervention program to assist with student learning loss that happened during the COVID pandemic years. Our district needs to focus more on differentiating instruction with our F & R students. Specifically those students not progressing at the appropriate level with our Fastbridge Assessment and/or those students partially meeting or not meeting proficiency on the MCA's.*
- *Strong curriculum, small group instruction, PLC work, research-based interventions, differentiated instruction, goal setting and a strong Title Program. For Special Education students, IEPs are in place and are structured/written to support academic needs of these students, including the hiring of additional personnel to assist with their learning, as well as assist with helping better prepare these students for their annual MCA Reading & Math Assessments. Students receive a variety of training and testing strategies in their regular ed classes in preparation for MCA Testing.*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2021-22 school year.  <i>All 11<sup>th</sup> Grade students will be college and career ready based on an increase in ACT Scores.</i>	Provide the result for the 2021-22 school year that directly ties back to the established goal.  <i>ACT data shows a decrease in Composite Scores. Composite scores by year:</i>  <i>2018-19: 21.1    2019-20: 22.8</i>  <i>2020-21: 19.3    2021-22: 18.4</i>  <i>Not On-Track (multi-year goal).</i>	<b><i>Check one of the following:</i></b> <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> <b>Not On Track (multi-year goal)</b> <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 type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - *Personal Learning Plan (PLP); MCIS Assessment Results; SLEDS data; ASVAB data (not available in 2021); ACT Scores; Graduation Standards; College Admissions Recommendations; and Data recorded from Individual Student Interviews/Meetings with Academic Advisor and Counselor starting at Grade 9. **The district needs to find a more accurate measurement for whether the district is preparing students to be college and career-ready by graduation!!***
- What strategies are in place to support this goal area?

- *The district has opportunities for career studies in business, industrial technology and high school special education. Other strategies, activities or events in place to support this goal area include: College Application Day; Individual Student Meetings with Academic Advisor and Counselor; College & Military Recruitment; and College Fairs for Grades 11 & 12. We also offer additional vocational studies through our student organizations and field trips.*

## All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2021-22 school year.  <i>Increase the number of students graduating from Crookston High School.</i>	Provide the result for the 2021-22 school year that directly ties back to the established goal.  <i>For the school year 2021-22, 89.5% of our seniors graduated, which exceeds the percentage from 2020-21.</i>  <i>Graduation Rates: 2018-19 (77.3%), 2019-20 (84.1%), 2020-21 (80.3%).</i>  <i>On-Track (multi-year goal)</i>	<b><i>Check one of the following:</i></b> <input checked="" type="checkbox"/> <b>On Track (multi-year goal)</b> <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 type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - *Attendance and graduation data/rates. Our current focus is on working with Free & Reduced (low income) students and Hispanic/Latino students in Grades 9-12 to ensure that they are on track to graduate.*
- What strategies are in place to support this goal area?
  - *In 2021-2022, we started an early intervention/credit recovery program for high school students who were failing or falling behind in multiple classes to increase likelihood of on-time graduation instead of waiting for summer school.*
  - *Working with our Teachers through our PLC/Staff Development time to provide assistance and collaboration in order for our teachers to create more engaging lessons that focus on using 21<sup>st</sup> Century Skills – technology, hands-on, relevant learning activities and collaboration amongst students.*

## 2021-22 Achievement and Integration (A&I) Progress Report

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 is on track. 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 2021-22 A&I plan goals for each of those schools were on track.

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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2021-22 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2021-22 SY.

*MDE understands this past school year (2021-22) brought on 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.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021-22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

**District Name:** Crookston Public School District #593

**A and I Contact:** Dave Kuehn

**Title:** Interim Superintendent

**Phone:** 218-281-5313, ext. 2102

**Email:** davekuehn@isd593.org

### **Annual Public Reporting**

**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: **Yearly Meeting and via a posting the report on our district website: [www.crookston.k12.mn.us/parents-and-students](http://www.crookston.k12.mn.us/parents-and-students)**
- Provide the direct website link to the A&I materials: **[www.crookston.k12.mn.us/parents-and-students](http://www.crookston.k12.mn.us/parents-and-students)**

**Annual Public 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 2021-22 school year: **Monday, December 12, 2022**

**Achievement and Integration Goal 1**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
<p>Provide the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p><i>Increase the number of students who are ready for Kindergarten by decreasing the number of students in the Fastbridge high-risk category for reading.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Provide the baseline starting point from your plan implemented in the 2021-22 SY.</p> <p>Baseline: 2018 – 35% in the high-risk category, based on Fastbridge reading data/assessments</p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p><i>In the Fall of 2019, the district did meet the goal with only 26% in the high-risk category. In the Fall of 2020, the district did meet the goal with only 31% in the high-risk category. In the Fall of 2021, 33% were high risk -- the district again met this goal.</i></p> <p><i>On-Track (multi-year goal)</i></p> <p><i>On-Track (multi-year goal)</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

- **Strategy:** Targeted Interventions in Grades K-3
- **Type of Strategy:** Innovative and integrated Pre-K-12 learning environments.
- **Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted intervention.

**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 school district has a very strong intervention program that we have implemented at the K-3 level that has helped us show positive growth in our Fastbridge Reading scores at the elementary level. Our K-3 Crookston students who are identified through Fastbridge screening “as below grade level” will receive individualized and small group instruction to assist with their learning and increase their academic abilities every day in a separate classroom under the direction of one licensed teacher and six paraprofessionals. In our K-3 regular education classrooms, students are divided into different reading ability groups and time is allotted each day for enhanced reading activities that go beyond the K-3 reading curriculum. Differentiated learning strategies are also used in the regular classroom, as well as our district utilizes standardized data and classroom assessments to determine the need for any additional intervention opportunities. Our teacher/interventionist uses Fastbridge data to determine the success of the interventions. We also utilize our MCA data to determine if we are making progress towards our achievement goal. Our teacher/interventionist, along with our testing coordinator and our Building Leadership Committees, continuously examine instruction and data related to improving student academic achievement. Our Professional Learning Community (PLC’s) work continues to focus on each individual child’s needs. This data helps us determine whether our strategies that are driven by research, are successful. We will continue to focus on teacher effectiveness, differentiated instruction, planned interventions and student engagement to help make additional progress toward our goal.*

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Provide the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p><i>The district will reduce the achievement gap between all students and free/reduced lunch (FRP) students from 15.6% to 5% as measured by MCA reading scores</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Provide the baseline starting point from your plan implemented in the 2021-22 SY.</p> <p><i>Baseline data: Reduce 2021 FRP Rate from 15.6 difference to less than 10% for 2022</i></p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p><i>Achieved this goal in 2022 with 45.3 % of All students proficient in Reading and 35.4% FRP proficient, which is 9.9% difference</i></p>	<p>Check <b>one</b> of the following:</p> <p><input checked="" type="checkbox"/> <b>On Track</b></p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

- **Strategy:** Increasing Cultural Awareness through Collaborative Student Learning Activities.
- **Type of Strategy:** Innovative and integrated pre-K-12 learning environments.
- **Integrated Learning Environments:** Increases cultural fluency, competency, and interaction.

**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?

*MCA data is used to track the needs of our students in this goal area. We use the secure report data for Special Education and Free/Reduced Price Meals to disaggregate these two student groups. We did disaggregate data based on race or ethnicity. We are using the long term goals that MDE set, which the state is also not meeting*

*The district has implemented a strong reading & math intervention program, as well as the district has a strong Title Program. Via the use of Federal COVID funding, the district has implemented an after school reading intervention program to assist with student learning loss that happened during the COVID pandemic years. Our district needs to focus more on differentiating instruction with our F & R students. Specifically those students not progressing at the appropriate level with our Fastbridge Assessment and/or those students partially meeting or not meeting proficiency on the MCA's.*

*The district incorporates a strong curriculum, small group instruction, PLC work, research-based interventions, differentiated instruction, goal setting and a strong Title Program. For Special Education students, IEPs are in place and are structured/written to support academic needs of these students, including the hiring of additional personnel to assist with their learning, as well as assist with helping better prepare these students for their annual MCA Reading & Math Assessments. Students receive a variety of training and testing strategies in their regular ed classes in preparation for MCA Testing.*

**Achievement and Integration Goal 3**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Provide the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p><i>By providing struggling students access to highly effective teachers, student success coaches, and cultural liaisons, our District will increase our Graduation Rates for Hispanic students from 75% in 2019 to 90% in 2022.</i></p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p><b><u>X</u> Teacher Equity</b></p>	<p>Provide the baseline starting point from your plan implemented in the 2021-22 SY.</p> <p><i>** Baseline data - see below</i></p> <p><i>2018-19 – Baseline Percentage Graduation Rate was 75%</i></p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p><i>For the school year 2021-22, 69.56% of our hispanic/latino seniors graduated, compared to 42.86% in 2020-21, 100% in 2019-20 and 75% in 2018-19.</i></p>	<p>Check <b>one</b> of the following:</p> <p>___ <b>On Track</b></p> <p><b><u>X</u> Not on Track</b></p> <p>___ Goal Met</p> <p>___ Unable to Report</p>

- **Strategy** - Increase student access to effective educators trained in culturally responsive leadership.

- **Type of Strategy:** Innovative and integrated Pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below:
  - Increase access to effective and diverse teacher

**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?

*A continued focus for this 3-year goal is on providing professional development/training to our entire teaching staff that will strengthen achievement and integration leadership by increasing their knowledge capacity around understanding institutional and individual impacts on marginalized students. Through this PD/training our leadership team and teachers will do a data dive on determining where there are continued disparate impacts on student groups, using this data to identify topic areas to learn about and make strategic changes to lessen the impact on identified student groups.*

**Achievement and Integration Goal 4**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Provide the SMART goal statement from your plan implemented in the 2021-22 SY.  <i>Crookston High School students in the integration program will self-report an increase in their preparedness for high school coursework leading to an identified future career, measured by a district-created survey utilizing a 5-point Likert scale. Goal is to see an increased average from 2 out of 5 on the survey in 2023 to an average of 4 out of 5 in 2025.</i>	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Provide the baseline starting point from your plan implemented in the 2021-22 SY.  <i>** Baseline data - Goal of a 2 out of 5 on the student survey in Spring of 2023.</i>	Provide the result for the 2021-22 school year that directly ties back to the established goal.  <i>No data to report until the following year.</i>	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> <b>Unable to Report</b>

- 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?
  - **Strategy** - Rigorous coursework and career & college readiness



- **Type of Strategy:** Increasing racial and economic integration
- **Integrated Learning Environments:** Increases cultural fluency, competency, and interaction

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2021-22 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

*The Integration Collaborative strives to build and maintain authentic integration activities and partnerships that increase cultural awareness and understanding through providing meaningful and memorable learning experiences for students, as well as providing foundational learning that allows for continued learning. The critical components of this program include the use of collaborative learning activities to increase cultural awareness to other cultures and languages that focus on developing respect and building tolerance for other cultures, as well as a focus on developing language skills.*

*The three schools involved in the Achievement & Integration Plan (East Grand Forks, Thief River Falls, and Crookston) organized and implemented an integrated activity (River Watch) that brought students from the three school districts together. Students had the opportunity to interact in a setting that allowed them to collaborate and build relationships that currently were not in place. There were definitely some limitations to this plan/project due to COVID restrictions, related to student contact and student collaboration*

*River Watch is a program which provides students with watershed education and field science experiences. Students monitor streams through Red Lake County for different water quality parameters. Students will use a multiparameter sonde to measure temperature, conductivity, dissolved oxygen and pH of the water. They will use a turbidimeter and a Secchi tube to determine turbidity and water clarity respectively. River Watch teachers and students take site photos and document observations that may influence water quality upstream and downstream. Students participate in the annual Red River Basin Water Quality Training organized by Minnesota Pollution Control Agency, International Water Institute, Red Lake Watershed District and Monitoring partners to ensure that standard operating procedures are followed.*

*River Watch is open to all students in grades 5-8. All member districts sent interested students in those grade levels to create this cohort of students. Special invitations were delivered to students of free and reduced status along with the general invite to all students. This cohort model allowed up to 60 kids to participate in this math, science and history experience (added this idea to hit more culture). These sessions took place in different communities on Saturdays in the Fall and Spring of the year. Year 2020 gatherings of student cohorts were held in Crookston, 2021 in East Grand Forks, and in Crookston 2022.*

*Students at each site: Crookston, East Grand Forks and Thief River Falls assessed water quality in their portion of the watershed and discussed any apparent changes and causal factors that might be contributing to these conditions. Students gathered on two Saturdays in the Fall and two Saturdays in the Spring to compare data and discuss the differences of the water quality along the Red River.*

*Students shared their results at the Annual River Watch Forum through a poster presentation. Each Saturday get together provided not only time for the scientific work of River Watch but also the opportunity for students to participate in understanding how water shed has affected the cultures in our area. Students learned about the effect of history and its impact on the land and water and to the American Indians in the Red*

*River Valley. (IDEA: We will visit area museums, historical sites, and work with the Minnesota Historical Center in Moorhead, Minnesota to learn how cultures have grown together in our region of MN). During this time of the project students shared their understanding of their cultures and how they came to be a part of the great state of MN.*

## **Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). *Our plan focuses on the work of the school and combines the WBWF and Integration and Achievement work. This plan creates efficiencies as it streamlines efforts to work in support of rather than competition with our World's Best Workforce Plan. Each Goal and Strategy in this plan is a component of the World's Best Workforce Plan. Rather than duplicate committee work, we are using the input from our WBWF planning committee to drive our Achievement and Integration planning process. We believe that this simplistic strategy not only leads to efficiencies but also will prove to be better in the long term as all efforts are moving in the same direction. The services that are being provided by this plan are essential for the accomplishment not only of the Achievement and Integration Plan but also the accomplishment of our statutory obligations under the WBWF. We believe that we will increase all student sub groups' performance by making sure that all students are ready for Kindergarten. We focus on Kindergarten readiness, intervention programming that aligns with our current K-6 programming to continue interventions in the high school, and hope to turn the tide on graduation. All students need to graduate. We believe that the achievement gap should be closed by providing high quality interventions to keep students from slipping academically and if this occurs to help bring them back to grade level. We believe that all students should graduate and that their teachers should have the professional development available to promote academic excellence and achievement. We also believe that all students should be prepared for a workforce that competes globally.*

*The Crookston Public School District is working hard to align all the plans required by the State of MN along with our Strategic Plan. We are looking to implement a plan that provides an intentional "umbrella" of support to address all learners both academically, and socially and emotionally. All the strategies above fall into our buckets of strategies we are implementing, career and college pathways with our School, and community collaboration, SEL, and Professional Learning. All of these strategies align to the World's Best Workforce goals to create student centered learning where the whole child is attended to with great care so they can thrive Academically, Socially, and Emotionally and with good Behavioral Actions. Our Teacher Equity goal aligns with WBWF Goals: 1) All Students Career and College-Ready by Graduation; and 2) All Students Graduate. Our WBWF goal is aligned with closing the achievement gap by increasing our small group intervention time at the elementary level (Grades 1-4). The integration goal in the plan aligns with our new WBWF Goal for All Students Career and College-Ready by Graduation, which is "All Crookston High School 9th grade students will have started a college/career portfolio with a completed interest inventory through MCIS by the end of the 2022-23 school year".*

*Our plan will continue to focus on the work of each of our schools, which combines the WBWF and Integration and Achievement work. We will continue our focus on Kindergarten readiness, intervention programming that aligns with our current K-6 programming, continue to improve intervention time at the 7-12 grade levels, and hope to turn the tide on graduation. All students need to graduate!!*