



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

District or Charter Name: Minnewaska Area Schools

Grades Served: E-12

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

Yes No

[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

This report has three parts:

- [WBWF](#): Required for all districts/charters.
- [Achievement and Integration](#): Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#): Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

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

World's Best Workforce

Annual Report

MDE understands this past school year (2019-20) 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 2019-20 school year.*

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

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

MAS Administrators:

Chip Rankin

Sarah Suchy

Kelly Quade

Leah Oeltjen

Bill Mills

Sarah Nester

Brian Gruber

Board Members:

Chad Christianson

Chad Barsness

Diane Meyer

Jeff Holtberg

Ted Reichmann

Justin Zavadil

Nick Gugisberg

Parents:

Peter/Kari Nelson

Tim Riley

Jeff Panitzke

Josh/Brenna Sherlin

Teresa Jergenson

Frank Hoffman

Brad Randt

Jay Stewart

Joe Heidelberger

Neil Nelson

Alisha Zavadil

Ryan Gandrud

Zach Lagred

Sarah Boll

Kim Spanier

Sara Stadtherr

Kristi Gruber

Miriah Cassidy

Katie Nichtern

Greg/Lindsay Lenson

Curt Ogdahl

Angie Anderson

Loyd/Rwanda Campbell

Margaret Skogmo

Stephanie Howe

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?

According to the most recent MDE data, 82.9 % of Minnewaska teachers are “experienced teachers” with more than three years of experience. The state average of experienced teachers for high poverty districts is 78.5 % and the average for low poverty districts is 88.6 %. Minnewaska is neither considered a high poverty or low poverty district.

- Who was included in conversations to review equitable access data?

The equitable access data is reviewed annually by the Superintendent as well as Minnewaska Area Schools’ building principals. In addition, this data will be shared with the District Advisory Council annually.

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

All district positions are posted on our district website as well as other external posting sites including St. Cloud State EdPost. Difficult to hire positions are additionally advertised using Indeed.com.

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

At this time, Minnewaska Area schools does not show an equitable access gap. District administration continues to monitor state and district data annually.

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?
Both staff and student populations in MAS are predominantly white. A breakdown is provided below. At the table shows, while approximately 7 to 8 % of Minnewaska students are students of

color, our staff remains over 98% white. There are approximately 6% fewer staff members of color than students (a difference of approximately 8-9 staff). While this does not represent a sizable gap, it is worth noting when making staff recruiting decisions.

Race/Ethnicity	Staff count/percent	Student count/percent
Hispanic or Latino	1/ 0.89%	40/ 3.07%
American Indian or Alaska Native	NA/ 0.00%	6/ 0.46%
Asian	NA/ 0.00%	17/ 1.30%
Black or African-American	1/ 0.89%	9/ 0.69%
Native Hawaiian or other Pacific Islander	NA/ 0.00%	NA/ 0.00%
White	110/ 98.21%	1,198/ 91.80%
Two or more races	NA/ 0.00%	35/ 2.68%
Unknown race	NA/ 0.00%	NA/ 0.00%

- 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?

We post positions on our website, social media, St. Cloud State EdPost and the local newspaper. For positions that are particularly difficult to staff, we also post using Indeed.com.

Being a rural district located approximately 125 miles from the Minneapolis - St. Paul metro area, attracting candidates of color continues to be a challenge. We continue to seek highly qualified candidates who are representative of all students we serve.

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 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.

All Students Ready for School

MAS 2019 Goal: By 2023, preschool students enrolled in Minnewaska Little Lakers Preschool will increase their proficiency by 5 percent from the previous year's data in all 5 domains.

Check one:

- On Track (multi year goal)
- Not on Track (multi-year goal)
- Goal Met (one-year goal)
- Goal Not Met (one-year goal)
- Met Some (multiple goals)
- Met None (multiple goals)
- District/Charter does not enroll students in kindergarten
- Unable to report

Unable to report progress due to the disruption of learning and assessment in the spring of 2020. Required data was not collected because students were required to undergo distance learning.

All Students in Third Grade Achieving Grade-Level Literacy

MAS 2019 Goal: 75-84% of all Grade 3 students assessed are proficient at 138+ WPM on Spring oral reading fluency assessment.

Check one:

- On Track (multi year goal)
- Not on Track (multi-year goal)
- Goal Met (one-year goal)
- Goal Not Met (one-year goal)

- Met Some (multiple goals)
- Met None (multiple goals)
- District/Charter does not enroll students in kindergarten
- Unable to report

Unable to report progress due to the disruption of learning and assessment in the spring of 2020. Spring oral reading fluency data was not collected due to students being in distance learning.

Close the Achievement Gap(s) Between Student Groups

MAS 2019 Goal: 75-84 % of all subgroups of students will be identified as proficient on the state assessment.

If unable to report a result because of disruptions due to COVID-19, please respond, "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)
- Unable to Report

Unable to report progress due to the disruption of learning and assessment in the spring of 2020. State MCA assessments were not conducted statewide.

All Students Career- and College-Ready by Graduation

**MAS 2019 Goals: 50-74 % of graduating senior students will participate in an internship.
50-74% of postsecondary eligible students will receive postsecondary credit.**

because of disruptions due to COVID-19, please respond, "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)
- Unable to Report

Unable to report progress due to the disruption of learning and assessment in the spring of 2020. Spring internships were cancelled due to COVID-19 quarantine.

All Students Graduate

MAS 2019 Goal: 95 to 98 % of Minnewaska students will graduate from high school.

Check one of the following:

- On Track (multi-year goal)
- Not On Track (multi-year goal)
- Goal Met (one-year goal)
- Goal Not Met (one-year goal)
- Met All (multiple goals)
- Met Some (multiple goals)
- Met None (multiple goals)
- District/charter does not enroll students in grade 12
- Unable to Report

In 2020, 97.6 % of Minnewaska seniors graduated from high school.

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 three-year plan (years 2017-20). If you are reporting on year 1 of your three-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 Goals:

****Minnewaska Area School District is not currently identified by MDE as a district required to participate in Achievement and Integration planning/reporting.**