



2019-20 Achievement and Integration (A&I) Progress Report

District or Charter Name: Underwood Public School District #550

Grades Served: PreK-12

WBWF Contact: Arick Follingstad

A&I Contact: Dave Kuehn

Title: Principal

Title: Superintendent

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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 an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

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

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) 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.
 - District website link is www.underwood.k12.mn.us -- choose “School Reports/Plan” and then select “World’s Best Workforce”
- Provide the direct website link to the A&I materials.
 - District website link is www.underwood.k12.mn.us -- choose “School Reports/Plan” and then select “Achievement & Integration Plan”

Annual Public Meeting

These annual public meetings were to be held in the fall of each 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.
 - Public Meeting is December 21, 2020 at 6:00 pm

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dave Kuehn	Superintendent	X
Arick Follingstad	K-12 Principal	X
Savanna Shebeck	Parent/Community Member	X
Aaron Grove	Parent/Business Owner	X
Brent Finseth	Parent/Community Member	X
Dawn Hess	Parent/Community Member	X
Nancy Nelson	Parent/Community Member	X
Libby Nelson	Student	X
Jaxon Rich	Student	X
Mark Bring	School Board/Parent	X
Rebekah Meder	School Board/Parent	X
Brenda Frederick	Literacy/Title Coordinator	X
Anne Stenoien	Assessment/Community Ed.	X
Maggie Clauson	7-12 Social Studies/Community	X
Melinda Kugler	Elementary Teacher/Parent	X
Jason Rogers	Elementary Teacher/Parent	X
Chelsea Cruz	Spanish Teacher/Parent	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 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?
 - *Underwood Public School District is a small rural school district in west central Minnesota with 640 students in Grades PK-12. Underwood School has 40 PK-12 full-time teachers.*
 - *ALL of our teachers are considered “Experienced” Teachers and hold Tier 4 licenses, except one teacher who has a Tier 2 license. Approximately 42.5% 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 two sections at each grade level. All elementary*

classes are self-contained in grades K-4. Our class sizes at the elementary level reflect the district's effort to maintain smaller class sizes with ranges of 18-22 students per class in order to focus on the individual needs of our students. In Grades 5 & 6, students have access to several teachers, so students have the opportunity to be taught by a teacher with great interest and expertise in a designated subject area.

- *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 1-3 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 one teacher who has an Out of Field Permission License.*
 - *The district utilizes a Teacher Leadership Team 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 the principal on a yearly basis and probationary teachers are evaluated by the 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?
- *Administrative LEAD Team, Teacher Leadership Team and the District Advisory Committee. The Underwood School District utilizes three different leadership or advisory teams to look at issues in this area, with each of these groups providing input and recommendations. The Administrative LEAD Team is made up of the Superintendent, Principal, Dean of Students and our Assessment Coordinator. The Teacher Leadership Team that is made up of K-12 teachers and administration. The District 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). We also have 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). Last year we had two full-time openings that we advertised for in the area of 7-12 Language Arts and Special Education -- we had one applicant for the Language Arts position and three applicants for the Special Education positive. We were able to hire Tier 4 teachers for both of these positions.*

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
 - *Our 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 instruction 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?
 - *Racial and ethnic student groups that attend the Underwood School District are American Indian/Alaskan, Asian/Pacific Islander, Black, not Hispanic, and Native Hawaiian/Pacific Islander. Our student makeup is predominantly white (around 94%) with our overall diversity of our student population being around 6%. Regarding teachers reflecting the diversity of our students, our teaching staff is 97.5% white, 2.5% Hispanic, so our staff has some similar composition when comparing our staff to our student body.*
 - *The Underwood Public School District would need three additional teachers of color 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). We also have 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). Last year we had four full-time openings that we advertised for in the area of 7-12 Language Arts, which produced ONE applicant that we hired with a Tier IV teacher license. The other position we filled with an “Out of Field Permission” application.*

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

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

For this 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

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.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>Goal 1: 75% of Students entering Kindergarten will be Kindergarten Ready as outlined in the FastBridge Assessment (score of 30 or greater indicates success).</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>33/44 (75%) of our students scored an 30 or higher on the FastBridge Assessment.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>22/30 (73.0%) of our students entering Kindergarten scored a 30 or greater on the FastBridge Early Reading Assessment.</p> <p><u>Goal Not Met</u></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

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?
 - *Early Childhood Screening & 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?
 - *Teacher PLC work, individualized instruction with support for specific needs, small group reading instruction and Reading Corp intervention. We have also increased the number of attendance days for students in our 3 and 4-year old programs.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>Reading: The proficiency gap between the non-FRP and FRP students enrolled the full academic year in Grades 5-8 and Grade 10 on all state reading accountability tests (MCA, MOD, MTAS) will decrease 5% points.</i></p> <p><i>Mathematics: The proficiency gap between the non-FRP and FRP students enrolled the full academic year in Grades 5- 8 and Grade 11 on all state mathematics tests (MCA, Mod, MTAS) will decrease 5% points.</i></p>	<p>Check one of the following:</p> <p>x Achievement Goal</p> <p>___ Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>5th – 8th Grade and Grade 10 Reading – Free & Reduced 52% Proficient</i></p> <p><i>5th – 8th Grade and Grade 10 Reading – NFR 65.9% Proficient</i></p> <p><i>**Gap 13.9%</i></p> <p><i>5th – 8th Grade and Grade 11 Math – Free & Reduced 42.3% Proficient</i></p> <p><i>5th – 8th Grade and Grade 11 Math – NFR 58.4% Proficient</i></p> <p><i>**Gap 16.4%</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p><i>We were not able to measure this goal as MCAs did not take place due to the COVID-19 disruption.</i></p>	<p>Check one of the following:</p> <p>___ Goal Met</p> <p>___ Goal Not Met</p> <p>x Unable to Report</p>

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?
 - *MCA III Reading & Math scores are used to identify achievement gaps. The ability to disaggregate by student in the areas of Free & Reduced using MCA scores, allows us to really focus on these two student groups that are part of our goal. We specifically examine the MCA III scores of students in this area to identify groups that have a significant achievement gap. At the K-3 Grade Levels, the FastBridge Assessment is also used in the areas of math & reading to identify achievement gaps.*
- What strategies are in place to support this goal area?
 - *1) Title I services are provided for qualifying students in Grades 1-3; 2) Differentiated Instruction practices are used in all grades; 3) Multi-tiered Intervention strategies are used in most classrooms; 4) Breakfast is provided for all students every day; and 5) ADSIS Reading & Math Interventionist that works with students in Grades K-3; 6) Rocket Time – designated daily intervention time (25 minutes) for students in Grades 5-12; and 7) Students receive a variety of training and testing strategies in their regular ed classes in preparation for MCA Testing.*

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Primary Goal: Increase cultural awareness and exposure to other cultures and languages by increasing our student's fluency, competency and interaction.

For the school year 2019-20, our students in our high school Spanish classes and our 5th grade students continued their interaction with Pelican Rapids students through a variety of co-planned learning activities. Listed below are designed and planned activities with the Pelican School District that have helped the Underwood School District successfully meet our integration goal. This collaboration with the Pelican Rapids School District, along with the integration funding that we receive, has helped increase cultural awareness and exposure to other cultures and languages, as well as has assisted our district in continuing to grow our Spanish enrollment numbers. Having access to native speakers is also a direct benefit to our students and further enhances our program.

The Spanish Class Collaboration (high school) with the Pelican Rapids School District includes students who take Spanish as a second language in the school districts of Underwood & Fergus Falls with the racially isolated school district of Pelican Rapids. Students register for this elective with full anticipation of working on inter-district interdisciplinary units (which may include fiction/non-fiction, theater/film, and research) through their Spanish coursework. Inter-district friendships form and foster positive racial attitudes as students are brought together. Other benefits from the collaborative learning activities, include: takes our learning out of the classroom and promotes cultural awareness; students gain a sense of open mindedness through working with new students; with our school being quite non-diverse, these events help our students gain knowledge and understanding of cultures different than their own; and students gain extended knowledge of the Spanish language and culture. Two different collaborative events are planned where students from Underwood, Fergus Falls & Pelican Rapids come together to do the following learning activities: 1) Fall Festival ("Day of the Dead"); and 2) Achievement & Integration Cultural Olympics held in the spring of the year (focus on Spanish Culture).

Our 5th grade students also get together with the Pelican Rapids 5th graders every fall at Maplewood State Park where our students get to know their pen pals, with whom they exchange letters throughout the entire school year. During the winter months, 5th grade students from each school collaborate again, via reading the same book. Using their pen pal, students then collaborate and exchange points of view and perspectives on the book. The final collaborative activity for the school year has ALL 5th graders from the two schools getting together as a group to watch a movie at a theater.

As part of an addition/update to our Achievement & Integration Plan, the following activities were implemented to provide additional training for our teachers and additional collaborative opportunities for students. We received Personal and Professional Growth & Development for members of our Teacher Leadership Team through a summer training. Team members were asked to read "Blind Spot", which was followed up with a group discussion, facilitated by a person certified in delivering Cultural Competency training. Team members were also responsible to take the Intercultural Development Inventory Tool as a means to assist each member with their own personal growth and awareness in regards to their mindset/skillset towards culture difference and commonality. One additional collaborative activity was added to the plan for 2019-20. Collaborative discussions took place amongst ALL member schools that were centered around Digital Citizen curriculum topics. Four separate online collaborative discussion opportunities took place during the 2019-20 school year that students in our 9th Grade Geography classes participated in.

With yet another new director in place for the collaborative, we are hopeful that the activities we have in place will be sustained with the goal of adding more opportunities for greater interaction amongst our students and Pelican Rapids students, which may also include more interactions with students from the other collaborative schools. Regardless, we believe that our 7-12 Spanish classes and our 5th grade classes have benefited immensely from their participation in the planned collaborative learning activities, which has yielded a greater understanding and awareness of other cultures for our students.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Hands on learning activities and collaboration amongst students were the most negatively impacted strategies as students were not able to be together in the spring.

Uncollectable Data:

- SAEBRS Assessment Data in the spring
- Fastbridge Spring Data
- MCA Data

This year, we are more prepared for distance and hybrid learning through increased technology and training. Every 5-12 student now has a 1-1 chromebook device and all lower elementary students have access to a 1-1 device in the event of a move to PreK-12 distance learning. The challenge still exists in shifting between learning models and ensuring students can continue moving forward.