



## 2019-20 Combined World's Best Workforce (WBWF) Summary and 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](http://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](http://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.

## All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the <b>2019-20</b> school year.</p> <p><i>Goal 1: 80% of students entering Kindergarten will be "Ready" as outlined by the following two FastBridge assessments: 1) FastBridge Early Reading District Assessment used to measure reading literacy -- a score 30 or above demonstrates kindergarten readiness; and 2) FastBridge SAEBRS Assessment tool used for social, academic and emotional behavior -- a score of 36 or above demonstrates kindergarten readiness.</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>22/30 (73.0%) of our students entering Kindergarten scored a 30 or greater on the FastBridge Early Reading Assessment.</i></p> <p><b><u>Goal Not Met</u></b></p> <p><i>We were not able to conduct the SAEBRS assessment during the spring due to the COVID-19 disruption.</i></p> <p><b><u>Unable to Report</u></b></p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" 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, "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 EC Preschool Teachers, 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.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>Goal 1: 85% of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Grade Students will meet or exceed the FASTBRidge CBM Reading Score or will increase their Fall Score by 30 points when tested in the Spring.</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 conduct the FASTBRidge CBM Reading assessment during the spring due to the COVID-19 disruption.</i></p> <p><b><u>Unable to Report</u></b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" 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?
  - *The district is using FastBridge & MCA data in tracking the needs of our students. The district has implemented a strong reading intervention program through an ADSIS Grant opportunity, which provides us with a Reading Specialist. Through the implementation of a Reading Specialist, 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 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 2019-20 school year.</p> <p><i>Goal 1: The percentages of Free &amp; Reduced students and Special Education students improving their level of achievement on the Math MCA will increase from 2019 to 2020 by 1%.</i></p> <p><i>Goal 2: The percentages of Free &amp; Reduced students and Special Education students improving their level of achievement on the Reading MCA will increase from 2019 to 2020 by 2%.</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><b><u>Unable to Report</u></b></p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" 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?
  - *FastBridge and MCA data is used to track the needs of our students. The district has implemented a strong reading & math intervention program through an ADSIS Grant opportunity, which provides our struggling students access to a Reading & Math Intervention/Teacher. 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.*
- What strategies are in place to support this goal area?
  - *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
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>Goal 1: 100% of our Seniors will graduate with an approved individual career ready plan or a college ready plan in place.</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>Data/plans reflecting student career or college plans are in place for each of our seniors and are on file in our Guidance Office. A checklist is used to monitor each student's plan. Our Guidance Counselor and our Academic Advisor work with our students using a checklist to ensure that our seniors have a plan in place. A survey/questionnaire is given at the end of the school year as means to provide student input on the checklist items.</i></p> <p><b><u>Goal Met</u></b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <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?
  - *Personal Learning Plan (PLP); MCIS Assessment Results; SLEDS data; ASVAB data; ACT Scores; Graduation Standards; College Admissions Recommendations; and Data recorded from Individual Student Interviews/Meetings with Academic Advisor and Counselor starting at Grade 9.*
- 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. We offer a Career Course that ALL 9<sup>th</sup> grade students are required to take – 12-week course. 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; Parent Letter/Newsletter information distributed on a semiannual basis; Career Expo for 9<sup>th</sup> Grade Students; College Fairs for Grades 11 & 12; Career II Course (College-level Planning Course); and Personal Finance/Math in the Real World Course. We also offer additional vocational studies through our student organizations and field trips.*

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>Goal 1: Our goal is to have 100% of our seniors enrolled at Underwood High School on the first day of school in 2019, completing all course work on time and graduating from Underwood High School in May of 2020.</i></p> <p><i>Goal 2: Our goal is to have a 7-Year Graduation Average of 95%</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>In the school year 2019-20, 38 out of 41 seniors graduated (92.6%) –</i></p> <p><b><u>Goal 1 Was Not Met</u></b></p> <p><i>Underwood's 7-Year Graduation rate is over 96%</i></p> <p><b><u>Goal 2 Was Met</u></b></p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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?
  - *Attendance and graduation data/rates. Our current focus is on working with Free & Reduced (low income) students in Grades 9-12 to ensure that they are on track to graduate*
- What strategies are in place to support this goal area?
  - *Working with our Teachers through our PLC 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.*