



## 2018-19 Combined World's Best Workforce (WBWF) Summary

**District or Charter Name:** Spring Grove School District

**Grades Served:** K - 12

WBWF Contact: Rachel Udstuen

Title: Superintendent

Phone: 507-498-3221

Email: [Rachel.udstuen@springgrove.k12.mn.us](mailto:Rachel.udstuen@springgrove.k12.mn.us)

### World's Best Workforce

#### Annual Report

Website link to District's World's Best Workforce Annual Report:

<https://www.springgrove.k12.mn.us/page/3694>

#### Annual Public Meeting

The annual public meeting was held on November 18, 2019.

#### District Advisory Committee

District Advisory Committee Members	Role in District
Aaron Solum	School Board Chairman/Parent
Christian Myrah	School Board/Parent
Thomas Trehus	School Board/Community Member
Brad Hernandez	School Board/Parent

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Stephanie Jaster	School Board/Parent
Jennifer Stender	School Board/Parent
Kelly Rohland	School Board/Parent
Gavin Thorson	Student/School Board Representative
Scott Solberg	Teacher/Counselor/Parent
Melissa Bratland	Teacher/Parent
Cindy Thorson	Administrative Assistant/Community Education Coordinator
Kristine Jepsen	Parent/Community Member
Nancy Gulbranson	Principal
Rachel Udstuen	Superintendent/Parent

### Equitable Access to Excellent and Diverse Educators

The Spring Grove School District is a small, rural school district with 360 students K – 12. 32.02% of our students receive free/reduced-price meals, therefore we are considered neither a high- nor low-poverty district. We have one K – 6 school and one 7 – 12 school, so there is not a case of teachers being unevenly distributed across school sites within the District. The administrations reviews the following equitable access data shown below annually. Conversations about this data also include members of the teaching staff and school board.

	Educators at Spring Grove School District	Educators in high-poverty districts statewide	Educators in low-poverty districts statewide
<b>Percent of Educators Experienced</b> (more than 3 years of teaching experience)	77.14%	79.08%	88.22%

	<b>Courses at Spring Grove School District</b>	<b>Courses in high-poverty districts statewide</b>	<b>Courses in low-poverty districts statewide</b>
<b>Percent taught by licensed educators</b>	98.77%	86.31%	95.83%

	<b>Educators at Spring Grove School District</b>	<b>Educators in high-poverty districts statewide</b>	<b>Educators in low-poverty districts statewide</b>
<b>Percent with advanced degrees</b>	31.43%	48.26%	62.60%

Examining the data for the 2018-19 school year, it is evident that we have a high level of experienced teachers, although our percentage is lower than the number of experienced educators in high-poverty and low-poverty districts. We have a higher level of courses taught by licensed educators than those in high-poverty and low-poverty districts. We have a lower percentage of educators with advanced degrees. A root cause that we feel contributes to our percentages is that we are a small, rural district. It is not uncommon for districts like us to employ teachers who are new to the profession who have not yet had the opportunity to pursue advanced degrees.

To reduce the equitable access gap, we employ the following strategies:

- Competitive hiring process – recruit, attract teachers to our district – teach lesson with students
- Developing relationships with preparation institutions
- Mentorship program for our new teachers
- Programs to develop and retain teachers – mentorship and coaching
- Professional development learning focused on diverse student groups, particularly poverty and mental health.
- Continuously improve local teacher development and evaluation (TDE) systems and Q Comp systems, including ensuring that no student is taught in two consecutive years by a teacher on an improvement plan under the TDE system

#### Access to Diverse Teachers

Our District Race/Ethnicity is as follows:

<b>Race/Ethnicity</b>	<b>Staff percent</b>	<b>Student percent</b>
<b>Hispanic or Latino</b>	0.00%	1.12%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African-American</b>	0.00%	1.12%
<b>Native Hawaiian or other Pacific Islander</b>	0.00%	0.00%
<b>White</b>	100.00%	96.63%
<b>Two or more races</b>	0.00%	1.12%
<b>Unknown race</b>	0.00%	0.00%

Racial or Ethnic student groups that are present in our district that are not yet presented in our licensed teaching staff include: Hispanic or Latino, Black or African-American, and two or more races. One staff member in any of these areas would represent 2% of our staff, and as a result would reflect our student population. Again, we believe a that being a small, rural district is a root cause contributing to a lack of student access to teachers of color. We have had staff members in the past who represent the diversity of our enrolled students. We advertise in multiple areas to reach a large audience of applicants.

### 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 2018-19 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

#### All Students Ready for School

Goal	Result	Goal Status
<p>The Spring Grove School District will maintain or increase the number of Pre-K children who receive a “Transition to K” assessment from 96.2% in 2018 to 96.2% or higher in 2019.</p>	<p>The Spring Grove School District decreased the number of Pre-K children who receive a “Transition to K” assessment from 96.2% in 2018 to 86.1% in 2019.</p>	<p><b>Check one of the following:</b>  <input type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)  <input type="checkbox"/> Goal Met (one-year goal)  <input checked="" 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)  <input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

**Narrative is required; 200-word limit.**

The Transition to K assessment is given in all preschool programs in our community. We want all students in our community to have equitable access to preschool regardless of financial ability to pay. The Transition to K assessment allow us to track whether families in need have equitable access to preschool, as well as provides feedback to parents about their child’s readiness for kindergarten.

Through our ECFE programming and Early Childhood Screening, we discuss preschool options, as well as options for scholarships with our families.

We had a number of students enroll in kindergarten the summer prior to kindergarten which impacted our number of students who received the “Transition to K” assessment. For the students who were in our district during the 2018-19 school year, we were able to identify any students, or student groups, who are not receiving preschool services.

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

Goal	Result	Goal Status
The District 3-year trend for third grade students who are proficient on the MCA III Reading Assessment will increase from 74.1% in 2018 to 76.1% in 2019.	The District 3-year trend for third grade students who are proficient on the MCA III Reading Assessment decreased from 74.1% in 2018 to 65.4% in 2019.	<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 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 grade 3</p>

We are using the MCA III Reading Assessment to determine students’ 3rd Grade-Level Literacy performance. Due to our small school size we need to look at a three-year trend to provide some stability to our goal setting. Despite this, we still find that our three-year trend still is affected by the student population taking the test. Three years ago, our District 3-year trend was 47.8%, so we are making improvements.

Strategies in place to support this goal area:

- Benchmark Literacy Curriculum is used universally grades K – 6.
- Concentrated our efforts on improving our Multi-Tiered System of Supports (MTSS) in the last 2 years.
- Working with all stakeholders to identify, install, and implement fidelity measures aligned with the Reading Tiered Fidelity Instrument (R-TFI). Our baseline results in the elementary in the fall

of 2016-17 were 49% on the R-TFI. At the end of the 2017-18 school year our R-TFI was 84.2%, and at the end of the current 2018-19 school year our elementary TFI was at 86.1%.

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

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We use the data from the MDE website for groups meeting proficiency target. The data is disaggregated into the following student groups in our district: white, free/reduced price lunch, non-free/reduced price lunch, special education, and non-special education. Proficiency, growth, and trend data is analyzed by our PLC's and MTSS team, and used to set specific learning goals for child, or cohorts of students. Our primary strategy to support this goal area is that we are becoming very focused on the interventions implemented in Tier 2 and Tier 3, through our MTSS framework.

Because many of our student groups are small, we see a lot of volatility with the data in this area. For the 2018-19 school year, our goal was to increase proficiency of all of our student groups by 3% across the board. Unfortunately, of the 12 subgroups, we only made our goal in the area of Reading – Special Education Students. We saw a 2.7% increase in our Reading - Students Eligible for FRP Meals, however, we did not reach our goal of a 3%.

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

Goal	Result	Goal Status
Using the Redefining Ready criteria for Career Ready, the Spring Grove School District will increase the number of students who are “career ready” from 92.0% in 2018 to 94.0% in 2019.	Using the Redefining Ready criteria for Career Ready, the Spring Grove School District maintained the number of students who are “career ready” from 92.0% in 2018 to 92.0% in 2019.	<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 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>

The Spring Grove District uses the Redefining Ready National College and Career Indicators to identify needs for all students to be career-and-college-ready. We review 9 – 12 grade data annual to track student progress. We disaggregated the data by the following student groups – those who are identified as career ready and those who aren’t.

Students who are identified as not being career or college ready have a meeting with the principal and school counselor. They look through the following criteria that identify them as being ready and discuss options to do so. The team decides, based on student input, what steps to take to ensure success in this goal area.

Redefining Ready National Career Indicators: Career Cluster Identified and **two** or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities

Although we did not increase our high percentage, we were able to maintain it. We feel that we are making significant progress towards our goal which would be for 100% of our students to be Career Ready.

## All Students Graduate

Goal	Result	Goal Status
The Spring Grove School District will maintain a 2018 4-year target graduation rate of 100%.	The Spring Grove School District will maintain a 2018 4-year target graduation rate of 100%.	<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 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"/> District/charter does not enroll students in grade 12</p>

The “All Students Graduate” goal is an area of pride for our district. Our 4-Year and 5-Year Graduation Rates are 100%. Our 6-Year graduation rate is 92.31% and our 7-Year Graduation rate is 95.65%. All are well above the statewide goal that 90% of students graduate within four years with no student group below 85% by the year 2020.

We believe this strong graduation rates are due to the strong relationships we are able to make with our students over time. Our small school size is a strong asset in this category.