



2019-20 World's Best Workforce (WBWF) Summary

District or Charter Name: Spring Grove

Grades Served: K - 12

WBWF Contact: Rachel Udstuen

Title: Superintendent

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

Yes X No

Annual Public Meeting

The annual public meeting was held on December 21, 2020.

District Advisory Committee

District Advisory Committee Members	Role in District
Aaron Solum	School Board Chairman/Parent
Stephanie Jaster	School Board/Parent
Christian Myrah	School Board/Parent
Kelly Rohland	School Board/Parent
Jenny Stender	School Board/Parent
Rhan Flatin	School Board/Parent
Gavin Thorson	Student
Gina Meinertz	Transformational Leader
Nancy Gulbranson	Principal

Rachel Udstuen	Superintendent
Kristine Jepsen	Parent
Gretchen Anderson	Community Member
Cindy Thorson	Administrative Assistant/Community Education Coordinator

Equitable Access to Excellent and Diverse Educators

District Process For Ensuring All Students Have Equitable Access To Experienced, In-Field, and Effective Teachers:

The Spring Grove School District is a small, rural school district with 360 students K – 12. 29.19% of our students receive free/reduced-price meals, therefore we are considered neither a high- nor low-poverty district. Our staff is 100% white, and our student population is 95.41% white. 83.78% of our teaching staff is experienced and 96.97% of our courses are taught by licensed educators. Our small school size ensures that all students have access to experienced, in-field, and effective teachers.

The administration reviews the equitable access data shown below annually. Conversations about this data also include members of the teaching staff and school board. 2019-20 data reviewed includes:

Percent of Educators Experienced (more than 3 years of teaching experience)

Educators at Spring Grove School District: 83.78% (up from 77.14% in 2018-19)

Educators in high-poverty districts statewide: 78.50%

Educators in low-poverty districts statewide: 88.60%

Percent of courses taught by licensed educators:

Courses at Spring Grove School District: 96.97% (down from 98.77% in 2018=19)

Courses in high-poverty districts statewide: 94.83%

Courses in low-poverty districts statewide: 97.13%%

Percent with advanced degrees:

Educators at Spring Grove School District: 37.84% (up from 31.43% in 2018-19)

Educators in high-poverty districts statewide: 48.54%

Educators in low-poverty districts statewide: 64.12%

To improve the equitable access gap, we employ the follow strategies:

- Competitive hiring process – recruit, attract teachers to our district – teach lessons 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.

Efforts to Increase the Racial and Ethnic Diversity of Teachers in our District:

The Spring Grove School District has the following racial and ethnic student groups:

- Hispanic or Latino: 1.35%
- Black or African American: 1.108%

- White: 95.41%
- Two or more races: 2.16%

The school district licensed staff is 100% white, and therefore not representative of the student groups listed above. One teacher of color in any of these groups would be 2% and would reflect our student population.

To increase and retain teachers of color we employ the follow 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

Goals we are pursuing include:

- Spring Grove is becoming a culturally relevant, student-centered model of education where students drive their learning with inquiry, interests, and strengths. We hope this model attracts more teachers of ethnic and racial diversity.
- We are adding more community outreach and community partnerships for students who graduate here. We are hoping to help students create a more clear vision of their future and hope to interest more students who are racially and ethnically diverse to pursue education as a career path.

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

x 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.

x 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
Maintain or increase the number of Pre-K children who receive a “Transition to K” assessment from 86.1% in 2019 to 90.0% or higher in 2020.	Unable to report. Although not all preschools were able to complete the spring “Transition to K” assessments due to COVID-19, we do know that 84% of our 2020-21 kindergarten students attended a Pre-K program.	<p>Check one of the following:</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 kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

The Transition to K assessment is given in all preschool programs in our community in the spring each year. 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.

Spring 2020 disrupted preschools ability to give this assessment, however, we are able to report that 84% of our incoming kindergarten students were enrolled in a preschool program. While we do not have the valuable feedback that the Transition to K assessment provides, we do know that these students were well prepared through their participation in high quality preschool programs.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The District 3-year trend for third grade students who are proficient on the MCA III Reading Assessment will increase from 65.4% in 2019 to 67.4% in 2020.</p>	<p>Unable to report due to MCA assessments not being administered in the spring of 2020.</p>	<p>Check one of the following:</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>

Our intention was to use 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. We were unable to report the data for the 2019-20 school year.

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

Goal	Result	Goal Status
<p>The Spring Grove School District will increase the percent achieving proficiency on the MCA Reading and Math Assessment by 3% in all areas (this appears in graph format on our report on our website. We will list data here.)</p> <p>READING: All students - 75.5%, White Students - 75.2%, Special Education Students – 30.8%, Students Eligible for FRP Meals - 61.2%, Non-Special Education Students - 80.2%, Students Not Eligible for FRP Meals - 81.4%. MATH: All Students -58.8%, White Students - 58.7%, Special Education Students - 23.0%, Students Eligible for FRP Meals - 36.3%, Non-Special Education Students - 63.0%, Students Not Eligible for FRP Meals - 68.4%.</p>	<p>Unable to report due to MCA assessments not being administered in the spring of 2020.</p>	<p>Check one of the following:</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>

Our intention was to identify groups meeting proficiency targets. 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.

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 maintain or increase the number of students who are “career ready” from 92.0% in 2019 to 92.0% or higher in 2020.	Using the Redefining Ready criteria for Career Ready, the Spring Grove School District increased the number of students who are “career ready” from 92.0% in 2019 to 93.1% or higher in 2020.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" 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) <input type="checkbox"/> Unable to Report

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 include 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

We were able to increase the number of students meeting this goal. 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
<p>The Spring Grove School District will maintain a 4-year target graduation rate of 100% in 2019 to 100% in 2020.</p>	<p>The Spring Grove School District maintained a 4-year target graduation rate of 100% in 2019 to 100% in 2020.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" 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) <input type="checkbox"/> District/charter does not enroll students in grade 12 <input type="checkbox"/> Unable to Report

The "All Students Graduate" goal is an area of pride for our district. Our 4-Year and 5-Year Graduation Rates are 100%. During the 2018-19 school year, our 6-Year graduation rate was 92.31% and our 7-Year Graduation rate was 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.