

2020-2021 - World's Best Workforce

Aitkin Public Schools

PreK - 12

District Advisory Committee Members

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Equitable Access to Effective and Diverse Teachers

8. 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?**
- **Who was included in conversations to review equitable access data?**

We are neither a high nor low poverty district, and we have a low number of students of color or American Indian or Alaska Native Students. We have an experienced teaching staff. 91% of our teachers are defined as experienced compared to 88% statewide. Licensed teachers teach 91% of our classes. This is data that was retrieved from the MDE Report Card. This data is reviewed annually and shared with the WBWF. The group then can share thoughts and ideas for the following year. We do have a strong mentoring program for our new staff that is led by our

teacher leaders. We offer educational opportunities for our staff to work on their own growth and educational skills.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

8.41 % of Aitkin students are students of color or American Indian or Alaska Native students. As a smaller school our teachers are required to teach a variety of classes. All students have access to all of our courses depending on interests and abilities. We continue to search out well qualified and diverse teaching candidates. We want to bring a variety of talents and skills to our school and community. We use statewide advertising options and contact teacher preparation programs to share and promote our openings when we have them.

9. 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?**

Asian

Black or African American

American Indian

We would need an additional 3/4 teachers of color to reflect our student population. We will continue to search for well qualified and diverse teacher candidates as they apply at Aitkin for our open positions. We will use educational job boards as well as teacher preparation programs to look for the best candidates for our openings.

- **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?**

All of our teachers in their first 3 years at Aitkin are a part of the teacher mentoring program. We have 8 experienced staff who work with our new teachers. They support them in all areas of teaching. From classroom management, to teaching strategies and instructional support right down to where they go when they need office supplies. We provide a well rounded support

program to help build a community around all of our new staff. All of our new teachers are our teachers of color and American Indian descent. Our focus is on providing professional development opportunities as well as a solid literacy based instructional program.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data 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.

11. All Students Ready for School

Does your district/charter enroll students in kindergarten? *

- **Yes**

Goal

Provide the established SMART goal for the 2019-20 school year. *

- The Aitkin Children's Center will have 85% of students in the 2020-21 school year identify and name 20 letters to be K ready in literacy in 2020-21.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal

- In spring 2021, 74% of students enrolled in Aitkin Children's Center 4's program could identify and name 20 or more letters.

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

- During the 2020-21 school year, Aitkin Children's Center enrolled less students (40 compared to 60 in the previous school year) because of social distancing guidelines and was closed periodically for quarantines. Also, some students did not attend periodically because of quarantines.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

- The Aitkin Children's Center (ACC) uses TS Gold Assessments, which includes all preschool children. ACC offers high quality early childhood programs for infants, toddlers, preschoolers, and their families. The center's programming includes: ECFE, Jr. Jakes (3s) classes, Jakes (4s) classes, special events, EC screening and ECSE. Preschool teachers have been trained in phonemics (Heggerty) and are highly qualified.

12. No further goals for this area

13. All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3? *

- Yes

Goal

Provide the established SMART goal for the 2019-20 school year

- The Aitkin School District will increase 3rd grade proficiency on the Reading MCA III from 51.2% in 2019 to 54.2% in 2021.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

- The 3rd grade proficiency on the 2021 3rd grade reading MCA-IIIs was 50%.

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.

- The 2021 MCA-III data should be considered an outlier. This data point was impacted by so many different personal and local situations that makes it difficult to be used as an accurate measurement of our goal. Instruction varied for students last year with some choosing to be in-person, remote, or a combination of the two. With the different modes of learning, instructional quality varied and could be reflected in the MCA results.

Narrative: What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

- The district uses FAST data from the aReading test and CBMs to screen struggling students and offers PRESS and LLI interventions along with Reading Corps to increase students' reading proficiency levels.

14 No further goals for this area

15. Close the Achievement Gap(s) Between Student Groups *

Goal

Provide the established SMART goal for the 2020-21 school year.

- We maintained the goal for 2019-2020: Closing the achievement gap between all students and free and reduced lunch students in all Reading Accountability tests from 10.7% in 2019 to 7.7% in 2021

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

- With this goal we stayed at a 10% gap districtwide when we compare all student reading scores on those students tested K-12.

Narrative: What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

- We have used our MCA data as one point of data collection. We also use Fastbridge to collect data throughout the year and we use that as a diagnostic tool for our students.

16. No further goals for this area

17. All Students Career- and College-Ready by Graduation *

Goal

Provide the established SMART goal for the 2020-21 school year.

- Increase the percentage of high school Juniors who met all four ACT benchmark scores from 20% to 23 % in 2021.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

- We did increase by 1% to 21%, but did not increase to our goal percentage of 23%.

Narrative: What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

- Data is shared with staff and used as they design curriculum and lessons which will have an impact on all students. We use Fastbridge assessments grades K - 10.

18. No further goals for this area

19. All Students Graduate

Goal

Provide the established SMART goal for the 2020-21 school year.

- The Aitkin Public School District will increase its graduation rate from 92% to 95% in 2021.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

- We did not meet the 95% goal. Our 2021 Graduation rate remained the same at 92%.

Narrative: What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?

- We continue to monitor and assess our students yearly. The process applies to all students using a combination of assessments, teacher observation and staff student interactions. We will continue to focus on the standards and work on identifying the "power standards" that will have the most impact on student learning and achievement