



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** Independent School District 742 - St. Cloud Public Schools

**Grades Served:** PK-12

**WBWF Contact:** Lori Posch

**A&I Contact:** Ayan Omar

**Title:** Exec. Dir. of Learning & Teaching

**Title:** Exec. Dir. of Equity Services

**Phone:** 320-370-8055

**Phone:** 320-370-8001

**Email:** [lori.posch@isd742.org](mailto:lori.posch@isd742.org)

**Email:** [ayan.omar@isd742.org](mailto:ayan.omar@isd742.org)

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

☒ Yes ☐ No

### World's Best Workforce

#### Annual Report

- The District's Full World's Best Workforce Plan and Summary report can be [found here](#).
- To access the District's Achievement and Integration Plan, [click here](#).

#### Annual Public Meeting

- A combined virtual WBWF and A and I Meeting was held on February 6, 2021.

## District Advisory Committee

District Advisory Committee Members and Role	
Naimo Abdullahi, Student	Connie Logeman, Parent/Community Expert
Dr. Marsha Baisch*, Assistant Superintendent of Elementary Schools	Julie Midas, Director of Early Childhood
Missy Brandner, Teacher	Bruce Mohs, Community Member
Kori Carter*, Community Member	Jessica Moore, Director of Secondary Curriculum
Jim Dahl, Community Member	Angie Nelson, Parent
Zach Dorholt, School Board Member	Jennifer Noble, Parent/Community Ed. Staff
Shannon Essler-Petty*, Parent/University Professor	Ayan Omar, Parent/Teacher/Community Expert
Becky Estrada, Elementary Principal	Lori Posch*, Executive Director of Learning & Teaching
Kelly Frankenfield*, Director of Multilingual Programs	Dr. Laurie Putnam*, Assistant Superintendent of Secondary Schools
Laura Freese, Academic Coach	Leah Sams*, Director of Career and College Pathways
Sherri Gallus, Parent	Jesus Sandoval, Parent/High School Assistant Principal
Kate Graham, Parent/University Professor	Dave Sautner, Parent
Jason Harris, High School Principal	Monica Segura-Schwartz, School Board Member
Jennifer Holm, Parent/Elementary Assistant Principal	Linda Snowberg*, Parent/Teacher
Dr. Sylvia Huff*, Exec Dir of Research, Assessment and Enrollment	Laura Steabner, Director of Elementary Curriculum
Zakariya Ibrahim, Student	Dr. Ellen Stewart, Director of Equity Services
Tina Lahr, Principal on Special Assignment	Patricia Welter, Community Member
Andrea Laning, Middle School Assistant Principal	
Note: *Denotes the Achievement and Integration Leadership Team Members	

## Equitable Access to Excellent and Diverse Educators

*The Executive Director of Human Resources in collaboration with the Superintendent, Assistant Superintendents, Director of Research, Assessment, and Enrollment, Site Administration, School Board, and other stakeholders works to obtain, compile, and examine relative data periodically throughout the year. A Staff and Student Demographic Report is created by the Director of Human Resources to share with stakeholders, inclusive of school administration in the fall opening inservice and the School Board as well as the general public via the School Board meeting. Data study includes the following: staffing demographics by employee type, number, gender, race, position (non-licensed, licensed teacher, and administration, etc.) and diversity percentage; student racial diversity; comparison of staffing demographics to census data of the U.S., Minnesota, and Stearns County; ten-year trend data; five year hire and retention data; and, teachers of color in MN as per the MDE and the MN Professional Educator Licensing and Standards Board. These reports are generated annually and are used for the purposes of communicating, monitoring, and planning among others. Data is also annually reported regarding probationary and tenured teacher distribution in our schools and of teacher effectiveness as measured by our teacher evaluation system in preparation for staffing for the following year.*

*ISD 742 provides a three-year mentorship program, TOSA assignments that provide teacher leadership and growth opportunities, and data-based professional development. The Thoughtful Classroom Teacher Effectiveness Framework is utilized, a comprehensive system for observing, evaluating, and refining classroom practice that synthesizes a wide body of research on instructional design and teacher effectiveness. The goal*

*of the Framework use is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework emphasizes assessment and coaching according to ten dimensions of teaching, outlining observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction. It includes rubrics for developing summative evaluations, along with a set of protocols to help school leaders provide meaningful feedback to teachers and conduct powerful pre- and post-observation conferences focused on effective practice. Master scheduling practices also support teacher assignments.*

*We recognize that having a diverse staff is critical in preparing students to learn, live, and work in a racially diverse and global world. We endeavor to create a diverse staff that reflects our community and our student body. Our goal is to move from 6.3% to 8% teachers of color by 2023. We currently have 6.6%.*

*The following strategies have been initiated to support hiring including: competitive salary, hiring incentives, offering positions beyond the locations where the district would normally post, creating a pipeline supported by a racially diverse administrative team, and offering a Career Fair. Also offered are co-teaching experiences, collaborative planning, and Affinity groups for staff of color.*

*Based upon District data of all schools collectively, there are no racial and ethnic student groups present in ISD 742 that are completely unrepresented overall. 45 students (.46%) are American Indian whereas 7 teachers (.38%) are American Indian. The District serves 59.62% students of color with a majority of that population being east African. Our teacher's racial diversity is the highest it's been at 6.63%. 88 new teachers were hired, and 12.5% of those were teachers of color (American Indian 3 – Asian 2 – Black 3 – Hispanic 3). The total district staff diversity is 11.69% which is very close to the 14% of racial diversity in Stearns County. Even with this, however, we recognize this is insufficient to provide complete equitable access for our students and continue to work on rectifying this.*

*With MDE funding and SCSU support, ISD 742 offers a "Future Teacher Academy" program. Our administrative team is comprised of 23.8% leaders of color, including a Supervisor of American Indian Programs, that support a pipeline of diverse teachers to choose our district. The district offers a three-year mentorship program for new teachers, professional development targeted to our students and staff, and several teacher leader positions that provide a career pathway for teachers. Affinity Groups are also offered via the Equity Department. We continue to work systematically to examine our recruitment and retention strategies to attract and support teachers of color in our district. The District also communicates career choices, including teaching, to students in grades 9-12 through classes and work with local colleges and universities, such as CSB, SJU, and SCSU, to support teacher programs and student teaching. In working collaboratively with the teachers' union, there is the provision of a mentoring program, PLCs, and teacher PD, all of which work to support culturally responsive environments. Teacher leadership is supported through a variety of means including academic coaching, vertical teaming, and curriculum review.*

☒ 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.

### 1. All Students Ready for School

Does your district/charter enroll students in Kindergarten?

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><b><u>Goal 1:</u></b>  <i>At the completion of the 2020-2021 school year, goals have been set to establish the number of preschool students meeting or exceeding the Widely-Held Expectations to increase from 85% to 87% as indicated in the TS Gold assessment domains of social-emotional, language, cognitive, literacy, mathematics, and physical skills. the Teaching Strategies Gold assessment tool.</i></p> <p><b><i>Note: 114 three-year-olds, 221 four-year-olds and 114 five-year-olds for a total of 449 children were screened in St. Cloud's Early Childhood programs.</i></b></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b><i>Following are the percentages of preschoolers meeting or exceeding the widely-held expectations from the 2020-21 school year in each of the developmental domain areas:</i></b></p> <p><b><u>Preschool Age 3</u></b></p> <ul style="list-style-type: none"> <li>• Social Emotional – 83%</li> <li>• Physical - 93%</li> <li>• Language - 88%</li> <li>• Cognitive – 82%</li> <li>• Literacy – 73%</li> <li>• Mathematics – 78%</li> </ul> <p><b><u>Preschool Age 4</u></b></p> <ul style="list-style-type: none"> <li>• Social-Emotional - 92%</li> <li>• Physical - 90%</li> <li>• Language - 90%</li> <li>• Cognitive - 89%</li> <li>• Literacy - 91%</li> <li>• Mathematics- 93%</li> </ul>	<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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><b><i>The district made this goal in preparing the 4-year old students it served for Kindergarten. 87% or more of students enrolled in preschool programming met the targets for each domain with the academic areas of literacy and numeracy at 91% and 93%, respectively.</i></b></p>

***The Covid-19 pandemic impacted performance and participation rates on these measures for some of the students in our three- year preschool program that received instruction through our Distance Learning Academy during the 2020-2021 school year. Scores for the three-year old students were noticeably lower in the social emotional, literacy and mathematical areas. It was challenging for three-year old students to have meaningful social interactions with peers through a Google Meet. In addition, it was also challenging for some parents to find ample quality time to complete the instructional activities with their child, in turn, we saw lower scores for social-emotional, literacy and mathematics.***

- What data have you used to identify needs in this goal area?
  - *The TS Gold system is utilized by our District. Universal screeners and ongoing data collection support learning from these assessments and inform practice. Early Literacy and Numeracy screeners are used by all Kindergarten students who enter the St. Cloud Area Schools. We use Kindergarten and first grade performance data to inform early childhood programming supports and efforts to improve.*
- How is this data disaggregated by student groups?
  - *The data is disaggregated by program and age level for planning purposes and to inform decision-making. We can also review data by home language and socioeconomic status.*
- What strategies are in place to support this goal area?
  - *Co-teaching, purposeful professional development, planning time, collaboration and quality lesson planning are strategies in place which are used to support this goal area. Teachers are working to align early childhood indicators of success with their Kindergarten colleagues across the district.*
  - *Building strong and effective teams who can address and adapt their instruction to the changing needs of learners relies on quality time learning together from peers. Our demographics continue to change dramatically, including students with limited formal education, trauma, and poverty.*
  - *Literacy PD is a continued focus and need.*
  - *Our TS Gold data is indicating that children who participate in our programming are making adequate progress.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><b><i>The percentage of 3rd grade students scoring at or above benchmark on the STAR reading assessment will go from 43.5% in the Winter of 2020 to 50% by the Winter of 2023.</i></b></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b><i>The percentage of third grade students who tested and were proficient in Winter of 2021 on the STAR Reading test was 35%.*</i></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 checked="" 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>

***COVID has impacted our opportunities to measure all students using standardized testing; participation rates for third graders in 2021 was roughly 71%, down 28 points from the previous winter testing event. In addition, some students, due to quarantine protocols, were allowed to assess remotely on the STAR test, creating a way for students to be assessed in a totally new testing environment. Teachers used the data to inform progress during the pandemic.***

- What data have you used to identify needs in this goal area?
  - ***Standardized Test Scores obtained from universal screeners and benchmark testing***
  - ***Diagnostic data from running records, early literacy probes, and supplemental online learning programs used to measure skill progress***
- How is this data disaggregated by student groups?
  - ***We review the data by race/ethnicity and special student populations in our data warehouse eduClimber.***
  - ***All data is disaggregated at the school and teacher level and reviewed by MTSS and Site Leadership Teams.***
- What strategies are in place to support this goal area?
  - ***Ensure a continuum of resources, including instructional materials, interventions, and high quality assessments.***
  - ***Sonday E1 has been Implemented in grade 1 as well as some grade 2 classrooms.***
  - ***Reading Interventionists and ADSIS teachers identify students far below grade level and use Let's Play Learn, Sonday 1, the intervention component of the core reading program and LLI.***
  - ***Identified buildings have Academic Lead positions to support data review, planning, and co-teaching.***
  - ***Co-Teaching in the area of literacy is a strategy used to leverage the impact of collaboration to increase the literacy achievement of students.***

- *Co-teaching is supported by Academic Coaches who have been trained in the components of co-teaching and Coaching for Equity.*
- *Job-embedded professional development and collaboration time is provided to ensure quality lesson plans to accelerate student literacy growth.*

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Provide the established <b>SMART goal for the 2020-21</b> school year.</p> <p><i>The difference in Reading proficiency rates as measured by the STAR Reading Test, of students identified as receiving EL services vs. Non EL serviced students will decrease by 2 points, from Fall to Spring.</i></p> <p><i>The difference in Reading proficiency rates as measured by the STAR Test, of students identified as receiving free or reduced price meals vs those who do not qualify for this support will decrease by 1.9 points, from Fall to Spring.</i></p> <p><i>The difference in Math proficiency rates as measured by the STAR Test, of students identified as receiving EL services vs Non EL serviced students will decrease by 2 points, from Fall to Spring.</i></p> <p><i>The difference in Math proficiency rates as measured by the STAR Test, of students identified as receiving free or reduced price meals vs those who do not qualify for this support will decrease by 2.0 points, from Fall to Spring</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><i>EL vs. Non EL Gap: As measured by the difference in STAR reading proficiency rates between groups decreased by 11.9 points going from a difference of 46.7 points in fall to 34.8 points in spring.</i></p> <p><i>FRL vs. Non FRL Gap as measured by the difference in STAR reading proficiency rates between groups over time increased by 1.3 points going from a difference of 29.2 points in the fall to 30.5 points in the spring.</i></p> <p><i>EL vs. Non EL Gap as measured by the difference in STAR math proficiency rates between groups increased by 1.2 points from 18.7 points in fall to 19.9 points in spring.</i></p> <p><i>FRL vs. Non FRL Gap as measured by the difference in STAR math proficiency rates between groups increased by 2.7 points from 31.7 points in fall to 34.4 points in spring.</i></p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

**COVID has impacted our opportunities to measure all students using standardized testing; participation rates for third graders in 2021 was roughly 71%, down 28 points from the previous winter testing event. In addition, some students, due to quarantine protocols, were allowed to assess remotely on the STAR test, creating a way for students to be assessed in a totally new testing environment. Teachers used the data to inform progress during the pandemic.**

What data have you used to identify needs in this goal area?

- ***Trend level data from MCA, STAR, Attendance, Grades, Discipline, Behavior and demographics are reviewed to identify targeted areas with the largest academic performance gaps***
- ***In 2021, EL and FRL students were focused on due to concerns related to how COVID was impacting these populations, in particular.***
- ***Specifically, the difference in proficiency rates on the STAR Reading and Math assessments from Fall to Spring were chosen as measures to follow during the 2021 school year.***
- How is this data disaggregated by student groups?
  - ***Using eduClimber, and Renaissance assessment systems, reports and data views can be run to view the data by these specific student groups.***
- What strategies are in place to support this goal area?
  - ***Promote co-teaching with EL licensed and classroom teachers.***
  - ***Promote highly effective Professional Learning Teams (PLTs)***
  - ***Promote using best evidence to understand student strengths and opportunities and match these with high quality instruction***
  - ***Organize timely resources to accelerate and grow the success of every student; hands-on math and CRA***
  - ***Promoting student voice by engaging and developing the collective expertise of learners, their families and the community at large.***
  - ***Professional development as provided by the Department of Learning and Teaching and sites***
  - ***Use of high quality, researched based curriculum in all classrooms***



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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><b>70% of 9th grade students will be enrolled in at least one trimester EPIC course.</b></p> <p><b>70% of 6-8 grade students will be participating in the Gear Up curriculum.</b></p> <p><b>90% of students in Grades 8, 9, 10 and 11, enrolled by Oct. 1, will continue to have a Personal Learning Plan (PLP) or IEP Transition Plan created.</b></p> <p><b>100% of students graduating have progress towards Career and College Readiness recorded on their high school transcript.</b></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b>72% of 9th graders were enrolled in at least one trimester of EPIC.</b></p> <p><b>70% of 6-8 grade students participated in the Gear Up curriculum.</b></p> <p><b>67% of 9-12 grade students participated in PLP work.</b></p> <p><b>100% of students have progressed in their career and college readiness work, and it is indicated on their transcript.</b></p>	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**The pandemic had a significant impact on our students' school attendance, engagement, and endurance. Shifting from in person learning to learning from a distance impacted the wrap around support students receive when they are in buildings. Students with individualized education plans and those that were multilingual learners received additional support from adapting their plan to fit the distance learning format of school to ensuring connections in multiple languages and opportunities existed. While career and college readiness opportunities, lessons, and exposures continued to be implemented or offered, some students did not complete assignments indicating progress. We rely on our community and industry partners to support delivery of career and college exposure, which was damped due to the restrictions of COVID.**

- What data have you used to identify needs in this goal area?
  - **Data looked at included attendance, engagement, progress grades, and pass rates.**
- How is this data disaggregated by student groups?
  - **Using EduClimber and Skyward the data is disaggregated by all student groups, grade levels, schools and programs, wherever possible.**
- What strategies are in place to support this goal area?
  - **Students who were struggling during the school year received targeted support services in order to remain afloat in core content areas.**
  - **This year, we have career and college readiness pathways coordinators at our high schools to help connect with all students in grades 9-12.**

## 5. All Students Graduate

Goal	Result	Goal Status																																																																											
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><b>St. Cloud School District's four-year graduation rate will increase from 69.0% (2019) to 75% by 2024 as measured by the four-year graduation rate provided by the state.</b></p> <p><b>St. Cloud School District's seven-year graduation rate will increase from 84.0% (2019) to 88% by 2024 as measured by the seven-year graduation rate provided by the state.</b></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <table><tr><th>District Grad Rates</th><th colspan="2">4-Year</th><th colspan="2">7-Year</th></tr><tr><th>Student Groups</th><th>2019</th><th>2020</th><th>2019</th><th>2020</th></tr><tr><td>All Students</td><td>68.8%</td><td>64.1%</td><td>84.0%</td><td>83.0%</td></tr><tr><td>American Indian</td><td>57.1%</td><td>40.0%</td><td>20.0%</td><td>60.0%</td></tr><tr><td>Asian</td><td>81.1%</td><td>93.6%</td><td>90.0%</td><td>95.5%</td></tr><tr><td>Hispanic</td><td>50.0%</td><td>54.1%</td><td>65.7%</td><td>62.2%</td></tr><tr><td>Black</td><td>59.9%</td><td>53.3%</td><td>82.9%</td><td>78.9%</td></tr><tr><td>White</td><td>76.5%</td><td>75.6%</td><td>86.2%</td><td>86.8%</td></tr><tr><td>2 or More Races</td><td>65.9%</td><td>48.8%</td><td>80.0%</td><td>79.1%</td></tr><tr><td>EL</td><td>58.8%</td><td>53.7%</td><td>81.2%</td><td>79.8%</td></tr><tr><td>SpEd</td><td>43.7%</td><td>52.2%</td><td>77.5%</td><td>75.8%</td></tr><tr><td>FRL</td><td>58.3%</td><td>53.4%</td><td>76.9%</td><td>76.9%</td></tr><tr><td>Non-EL</td><td>72.9%</td><td>69.3%</td><td>84.7%</td><td>83.9%</td></tr><tr><td>Non-SpED</td><td>74.1%</td><td>67.1%</td><td>85.6%</td><td>84.8%</td></tr><tr><td>Non-FRL</td><td>89.9%</td><td>87.4%</td><td>95.2%</td><td>93.6%</td></tr></table> <p><b>MDE will release Grad Rates for 2021 in February of 2021.</b></p>	District Grad Rates	4-Year		7-Year		Student Groups	2019	2020	2019	2020	All Students	68.8%	64.1%	84.0%	83.0%	American Indian	57.1%	40.0%	20.0%	60.0%	Asian	81.1%	93.6%	90.0%	95.5%	Hispanic	50.0%	54.1%	65.7%	62.2%	Black	59.9%	53.3%	82.9%	78.9%	White	76.5%	75.6%	86.2%	86.8%	2 or More Races	65.9%	48.8%	80.0%	79.1%	EL	58.8%	53.7%	81.2%	79.8%	SpEd	43.7%	52.2%	77.5%	75.8%	FRL	58.3%	53.4%	76.9%	76.9%	Non-EL	72.9%	69.3%	84.7%	83.9%	Non-SpED	74.1%	67.1%	85.6%	84.8%	Non-FRL	89.9%	87.4%	95.2%	93.6%	<p><b>Check one of the following:</b></p> <p>___ On Track (multi-year goal)</p> <p>___ Not On Track (multi-year goal)</p> <p>___ Goal Met (one-year goal)</p> <p>___ Goal Not Met (one-year goal)</p> <p>___ Met All (multiple goals)</p> <p>___ Met Some (multiple goals)</p> <p>___ Met None (multiple goals)</p> <p><b>x_ Unable to Report</b></p>
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**The pandemic had a significant impact on our students' school attendance, engagement, and endurance. Shifting from in person learning to learning from a distance impacted the wrap around support students receive when they are in buildings.**

- What data have you used to identify needs in this goal area?
  - **Data looked at included attendance, engagement, progress grades, and pass rates.**
- How is this data disaggregated by student groups?
  - **Using EduClimber and Skyward, we are able to disaggregate the data by all student groups, grade levels, programs and schools.**
- What strategies are in place to support this goal area?
  - **Strategies we used to support this goal area included BARR program wrap around support.**
  - **The use of online support from tutors for everything from mental health to academics**
  - **Proactively reaching out to students and families who were disengaged with home visits, phone calls, and virtual meetings.**
  - **One to one meetings to support the aligned use of the learning management system which enabled students to access the material and live meets, as well as how best to use the**

***technology for interacting with peers and teachers to keep the social connections at school strong.***

- ***Academic support was available after school hours for live virtual tutoring sessions with teachers, and during the school day with support staff connected daily with students.***
- ***Students with individualized education plans and those that were multilingual learners received additional support from adapting their plan to fit the distance learning format of school to ensuring connections in multiple languages and opportunities existed.***
- ***Career and College Academy advisors were hired as part of the school staff to connect with students on their multiple options available after graduation. Credit recovery also shifted to an online modality moving from seat-based to mastery of the standards.***

## 2020-21 Achievement and Integration (A&I) Progress Report

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 is on track.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

### ***Achievement and Integration***

**District Name:** St. Cloud Public Schools - ISD742

**A and I Contact:** Ayan Omar | Michael Rivard | Donna Roper

**Title:** Executive Director of Equity | Assistant Superintendent | Executive Director of REA

**Phone:** 320-370-8105 | 320-370-8001 | 320-370-8115

**Email:** [ayan.omar@isd742.org](mailto:ayan.omar@isd742.org) | [donna.roper@isd742.org](mailto:donna.roper@isd742.org)

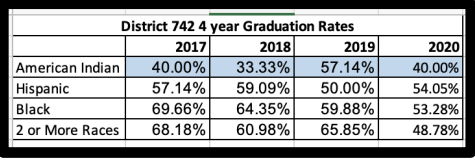
### ***Annual Public Reporting***

- To access the District's Full World's Best Workforce Plan and Summary report, [click here](#).
- To access the District's Achievement and Integration Plan, [click here](#).

### ***Annual Public Meeting***

- The District held its annual World Best Workforce and Achievement and Integration Plan meeting with stakeholders on February 9, 2021.

### Achievement and Integration Goal 1:

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<b>The combined 4-year graduation rate for Black, Hispanic, American Indian and students of two or more races will increase from 63% to 85% by May 2023.</b>	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	 <p>The District will continue to monitor graduation rates by each student group as required by MDE. Each student group must graduate at a rate of 85% by the year 2025.</p>		Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Unable to Report <b>Official Grad Rates for 2021 will not be available from MDE until February</b>

What data have you used to identify needs in this goal area?

- **Official graduation rates are calculated by the state of Minnesota and used for this report.**
- **Individual student group 4-yr graduation rates are examined annually to determine progress within each demographic group.**
- How is this data disaggregated by student groups?
  - **The data is disaggregated by race/ethnicity and by those students receiving English language services, special education support and/or free and reduced priced meals.**
  - **In addition, graduation rates are studied by program and school and broken down by all the federally required student groups at these levels.**
- What strategies are in place to support this goal area?
  - **Staff work with each student and strive to develop personalized individual learning plans to support the passions and interests of students as a way to ensure an appropriate pathway, both one that is interesting and one that meets the graduation requirements.**
  - **Recovery of credits and credit by assessment options are provided for students who fall behind and or struggle for various reasons.**
  - **The District has been in partnerships with several community organizations who support work with our underserved high school students both internally and externally.**
  - **These partnerships provide support in the area of career development and pathway determination as well as in areas of social emotional learning and growth.**
  - **Out of school supports are accessed by many of our underserved students, and we continue to monitor how these impact performance and overall graduation outcomes.**

### ***Achievement and Integration Goal 2:***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<b>American Indian Student Integration - The consistent attendance of American Indian students will increase from 38.18% to 90% by 2023.</b>	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.  <b><i>In 2020, there were 56 students who identified as American Indian or Alaskan Native only. Of these, 30.4% met the consistent attendance definition by attending 90% of the time or better.</i></b>  Provide the result for the 2020-21 school year that directly ties back to the established goal.  <b><i>In 2021, there were 47 students who identified as American Indian or Alaskan Native, only. Of these, 30.4% met the consistent attendance definition of attending 90% of the time or better</i></b>  <i>Source: SKYWARD Student Information System MARSS B files</i>		Check <b>one</b> of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

- What data have you used to identify needs in this goal area?
  - **By reviewing the attendance records in our student information system we are able to understand who is not coming to school and / or class.**
  - **Average Daily Attendance is calculated. We do a distribution by student group and total up the number of students attending more than 95, 90, 85 and <75% of the time.**
  - **By reviewing the number of American Indian Students attending 95% of the time or better we know they are having consistent attendance.**
- How is this data disaggregated by student groups?
  - **Using our MTSS tool, eduClimber, our teams are able to review the data and disaggregate it by race/ethnicity and by those students receiving English language services, special education support and/or free and reduced priced meals.**
  - **In addition, attendance rates are studied by program and school and broken down by all the federally required student groups at these levels.**
- What strategies are in place to support this goal area?
  - **American Indian family support is provided to improve communication and understanding and help students and families navigate our system by our equity services department.**

- Alerts are sent to students and families, phone calls are made and letters sent to gain the attention of the families and students falling below desired attendance levels
- Dedicated staff work directly with students, families and staff around how best to connect and coordinate learning and support between school and home.

#### Summary:

Last year, staff worked with students, families, and staff to help bridge the gap between home, community, and school. This looked differently in 2021 due to the pandemic.

Many of the connections had to be done virtually, and this affected our attendance and participation. The focus of services were to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff.

During COVID, attendance was recorded and reported through our Skyward Student Information System. This process ensured families who were connected, at minimum, could check in. For those students and families struggling with connectivity issues, we attempted to respond by coordinating with our technology department as needed (i.e., provision of devices, hot spots, etc.) . The District also worked with the community to provide technology, homework, and learning support. Staff made phone calls and home visits as well.

#### ***Achievement and Integration Goal 3:***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<b>To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will increase from 6.4% teachers of color to 8% by 2023.</b>	Check one of the following:  ___ Achievement Goal  ___ Integration Goal  _x_ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.  <b>In the 2019-20 school year, we employed 6.4% teachers of color.</b>	Provide the result for the 2020-21 school year that directly ties back to the established goal.  <b>In the 2020-21 school year, we increased of teachers of color to 6.63%.</b>	Check <b>one</b> of the following:  _X_ On Track  ___ Not on Track  ___ Goal Met  ___ Unable to Report

- What data have you used to identify needs in this goal area?
  - *Human resources provides an update each year around progress of new hires and overall make up of staff by licensed status, school building and overall demographics.*

- How is this data disaggregated by student groups?
  - *Highly qualified and diverse licensed staff are assigned to students via our master scheduling resource allocation process with an approach that uses not only the needs of learners but also how staff might be best utilized based on learners and their demonstrated needs.*
- What strategies are in place to support this goal area?
  - *Executive Director of HR and Executive Director of Operations meets with Assistant Superintendents and Principals regularly beginning in Feb. to review the proposed vacancies for the coming school year.*
  - *The district has an established partnership with St. Cloud State for a Grow Your Own program where teachers can be recruited to teach in our system.*
  - *Strategies to increase the pool of teachers of color for upcoming vacancies are discussed.*
  - *Course assignments at the secondary level are discussed to ensure students are being taught by as diverse of a team as possible in relation to years of experience, race/ethnicity, gender, language, tenured vs non-tenured by grade level/department/team, etc.*
  - *Hiring practices include the following: competitive salary, hiring incentives, offering positions beyond the locations where the district would normally post, creating a pipeline supported by a racially diverse administrative team, and offering a Career Fair.*
  - *Induction and Retention practices include the following: three year mentoring program, co-teaching experiences, collaborative planning opportunities, TOSA opportunities to support teacher leadership, and Affinity groups offered for staff of color via the Equity Department.*
  - *Exit interviews are offered to establish continuous improvement efforts.*



## **Integration:**

***Our team met with the Multi-District Collaborative Council (MDCC) throughout the 2020-21 school year. We discussed common challenges facing our underserved students and families and reviewed strategies such as internet access and supporting remote learning. Like other structures and routines, the MDCC meeting schedule was disrupted by COVID-19. Our district, like others, was focused on caring for the students, families, and staff in our district.***

## **Members of the MDCC include:**

District	Main Contact	Title	Email Address	Superintendent	Superintendent Email
St Cloud	Ayan Omar	Dir. of Equity Services	ayan.omar@isd742.org	Willie Jett	Willie.jett@isd742.org
Annandale	Jessica Murphy	Equity Specialist	jmurphy@isd876.org	Tim Prom	tprom@isd876.org
Becker	Minda Anderson	Coordinator	manderson@isd726.org	Minda Anderson	manderson@isd726.org
Foley	Matthew Anderson	District Assessment Coord	manderson@isd51.org	Paul Neubauer	pneubauer@apps.isd51.org
Foley	Erika Deyo	Coordinator of Academic Programs	edeyo@apps.isd51.org	Paul Neubauer	pneubauer@apps.isd51.org
Holdingford	Chris Swenson	Superintendent	chris.swenson@isd738.org	Chris Swenson	chris.swenson@isd738.org
Kimball	Erik Widvey	Superintendent	Erik.widvey@kimball.k12.mn.us	Erik Widvey	erik.widvey@kimball.k12.mn.us
Monticello	Melissa Erickson	Equity Specialist	melissa.erickson@monticello.k12.mn.us	Eric Olson	eric.olson@monticello.k12.mn.us
Monticello	Kara Radke	Equity Specialist	kara.radke@monticello.k12.mn.us	Eric Olson	eric.olson@monticello.k12.mn.us
ROCORI	Jake Zauhar	Various	zauharj@rocori.k12.mn.us	Brad Kelvington	kelvingtonb@rocori.k12.mn.us
ROCORI	Sam Court	Principal	courtsam@rocori.k12.mn.us	Brad Kelvington	kelvingtonb@rocori.k12.mn.us
Sauk Rapids-Rice	Shelby Chollett	Acad Achievement & Support Svc	Shelby.chollett@isd47.org	Brad Berstrom	supt.bradley.berstrom@isd47.org

## **Impacts from Online Learning**

***Implementation of professional development strategies specifically focusing on cultural relevance and reading proficiency were impacted during distance learning. As we transitioned to at-home learning, our professional development efforts took an increased focus upon supporting staff in effectively instructing in virtual environments.***

***We had a challenging time implementing our American Indian Student Individual Learning Plans. Our counselors and other support staff saw marked increases in student needs. This reality, combined with rescheduling course masters and student schedules at the secondary level, made implementation of new strategies challenging.***

***We were not able to implement pre-college tutors because all visitors/volunteers were prohibited from school buildings. Engaging tutors virtually was also a challenge because district policy requires a staff member to be present in the virtual environment for any student engagement with non-742 support personnel.***

***Student Leadership and Mentoring was another strategy we did not implement due to distance learning. Again, the capacity of staff to train students, and the capacity of students to take on new leadership roles, was challenged profoundly.***

## **Racially Identifiable Schools**

**School Name: Talahi Elementary**

***Achievement and Integration Goal 1:***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p><b>Reading and Math Achievement for American Indian and Hispanic students:</b></p> <p><i>Increase the percentage of American Indian and Hispanic students meeting the local Math winter benchmark assessment target from 6% to 40 % by January 2023.</i></p> <p><i>Increase the percentage of American Indian and Hispanic students meeting the local Reading winter benchmark assessment target from 29% to 60% by January 2023.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2019-20 SY.</p> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● <b>W2020:</b> 23%</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● <b>W2020:</b> 17%</li> </ul>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b>*Math:</b></p> <ul style="list-style-type: none"> <li>● <b>W2021:</b> 42%</li> </ul> <p><b>*Read:</b></p> <ul style="list-style-type: none"> <li>● <b>W2021:</b> 33%</li> </ul> <p>*Participation was slightly lower and test administration varied from in-person to remote Aggregated Results should be interpreted with caution.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p>

- What data have you used to identify needs in this goal area?
  - ***Standardized Test Scores obtained from universal screeners and benchmark testing***
  - ***Diagnostic data from running records, early literacy probes and supplemental online learning programs used to measure skill progress***
- How is this data disaggregated by student groups?
  - ***We review the data by race/ethnicity and special student populations in our data warehouse eduClimber.***
  - ***All data is disaggregated at the school and teacher level and reviewed by MTSS and Site Leadership Team.s***
- What strategies are in place to support this goal area?
  - ***School wide implementation of SONDAY whole class literacy intervention***

- *Daily practice in differentiated math and literacy learning opportunities through the Lexia Core 5 and Happy Numbers programs*
- *Development of a new Math Lead position to be implemented in the 21-22 school year*
- *Identified a math professional development plan for all teachers focusing on the concrete-representational-abstract (CRA) teaching sequence to be implemented in the 21-22 school year.*

### ***Achievement and Integration Goal 2:***

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Actual Result (2020-21 SY)</b>	<b>On Track?</b>
<b><i>Young Scholars:</i></b> <b><i>The percentage of Talahi American Indian students in Young Scholars will increase from 0% to 5% by 2023.</i></b>	Check one of the following: ___ Achievement Goal __x__ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2019-2020 SY.  <b><i>The number of American Indian Students is less than 10.</i></b>	Provide the result for the 2020-21 school year that directly ties back to the established goal.  ○ ○ <b><i>The percentage of YS American Indian student at Talahi is 2%</i></b>	Check <b>one</b> of the following: __x__ On Track ___ Not on Track  __x__ Goal Met ___ Unable to Report

- What data have you used to identify needs in this goal area?
  - *American Indian students are underrepresented in the Young Scholars program as measured by tagging in eduClimber.*
- How is this data disaggregated by student groups?
  - *All Young Scholars specialists review representation data for Young Scholars program yearly and compare representation across years to determine areas for improvement.*
- What strategies are in place to support this goal area?
  - *The Young Scholars program was put on hold during the 2020-2021 school year due to COVID 19 staffing implications.*
  - *The development of a culturally responsive American Indian identification tool is planned for the 2021-2022 school year.*

### ***Achievement and Integration Goal 3:***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<b><i>Talahi will increase from 0% teachers of color to 8% by 2023.</i></b>	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2019-20SY.  <b><i>For the 2019-20 School Year the percent of diverse teachers is 0.0%</i></b>	Provide the result for the 2020-21 school year that directly ties back to the established goal.  <b><i>For the 2021-22 School Year the percent of diverse teachers is 5.2%</i></b>	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

- What data have you used to identify needs in this goal area?
  - ***Human resources provides an update each year around progress of new hires and overall make up of staff by licensed status, school building and overall demographics.***
- How is this data disaggregated by student groups?
  - ***Highly qualified and diverse licensed staff are assigned to students via our master scheduling resource allocation process with an approach that uses not only the needs of learners but also how staff might be best utilized based on learners and their demonstrated needs.***
- What strategies are in place to support this goal area?
  - ***Three year mentoring program is accessed by our new hires***
  - ***Collaboration and co-teaching experiences to ensure team and supports for new staff***
  - ***TOSA opportunities have been built in to support teacher leadership***
  - ***Affinity groups offered for staff of color via the Equity Department.***
  - ***Exit interviews are offered to establish continuous improvement efforts***

### ***Integration: Impacts from Online Learning***

***Elementary age students gain a significant amount of knowledge through social interactions with peers and teachers. We believe the remote learning model impacted the amount of academic engagement and learning students acquired during the 2021 school year, simply due to the manner in which we were required to deliver instruction. Our licensed teachers and support staff worked to reach out and support students with connectivity and process issues related to Seesaw and online tools.***

***Students had many different circumstances they were faced with during the 2020-21 school year, and this coupled with online learning, resulted in a variety of learning outcomes which classroom teachers are working with this school year. Students are rebuilding their learning stamina for the in-person classroom, and it is taking some students longer to re-establish academic behaviors that promote accelerated learning.***

School Name: Discovery Elementary

**Achievement and Integration Goal 1:**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p><b><i>The percentage of 4th grade Black and Hispanic students at Discovery demonstrating growth on the Reading MCA, as measured by the North Star Accountability System, will increase from 53.2% to 60% by 2023.</i></b></p> <p><b><i>The percentage of 4th grade Black and Hispanic students at Discovery demonstrating growth on the Math MCA, as measured by the North Star Accountability System, will increase from 42.6% to 60% by 2023.</i></b></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p>	<p>Provide the result for the 2020-21 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><b><i>The State of Minnesota did not produce results for North Star Accountability in 2021.</i></b></p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

**Achievement and Integration Goal 2:**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p><b><i>The percentage of Hispanic and American Indian parents and guardians who participate in school conferences and other school</i></b></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b><i>In-person activities were inconsistent due to COVID and</i></b></p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

<i>sponsored events will increase from 72% to 100% by 2023.</i>			<i>the required mitigation strategies and therefore we were unable to fully implement our desired events.</i>	__x_ Unable to Report  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."
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### ***Achievement and Integration Goal 3***

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Actual Result (2020-21 SY)</b>	<b>On Track?</b>
<i>Discovery will increase from 7% teachers of color to 16% by 2023.</i>	Check one of the following: ____ Achievement Goal ____ Integration Goal __x_ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  <i>For the 2021-22 School Year the percent of diverse teachers is approximately 2.0%</i>	Check <b>one</b> of the following: ____ On Track __x_ Not on Track ____ Goal Met ____ Unable to Report

- What data have you used to identify needs in this goal area?
  - *Human resources provides an update each year around progress of new hires and overall make up of staff by licensed status, school building and overall demographics.*
- How is this data disaggregated by student groups?
  - *Highly qualified and diverse licensed staff are assigned to students via our master scheduling resource allocation process with an approach that uses not only the needs of learners but also how staff might be best utilized based on learners and their demonstrated needs.*
- What strategies are in place to support this goal area?
  - *Three year mentoring program is accessed by our new hires*
  - *Collaboration and co-teaching experiences to ensure team and supports for new staff*
  - *TOSA opportunities have been built in to support teacher leadership*
  - *Affinity groups offered for staff of color via the Equity Department.*
  - *Exit interviews are offered to establish continuous improvement efforts*

### ***Integration: Impacts from Online Learning***

***Elementary age students gain a significant amount of knowledge through social interactions with peers and teachers. We believe the remote learning model impacted the amount of academic engagement and learning students acquired during the 2021 school year, simply due to the manner in which we were required to deliver instruction. Our licensed teachers and support staff worked to reach out and support students with connectivity and process issues related to Seesaw and online tools. Students had many different circumstances they were faced with during the 2020-21 school year, and this coupled with online learning, resulted in a variety of learning outcomes which classroom teachers are working with this school year. Students are rebuilding their learning stamina for the in-person classroom, and it is taking some students longer to re-establish academic behaviors that promote accelerated learning.***