

2019-2020 Teacher Equity Data					
Site	% Courses Taught by Licensed Teachers	Experience = % of teachers with 3 or more years of experience	% Racial Identified Students (nonwhite)	% Free & Reduced Lunch	Poverty Level Classification
Statewide	95.66%	85.90%	35.20%	35.75%	Neither high nor low poverty
Annandale District	100.00%	81.68%	7.50%	21.59%	Low poverty
Buffalo-H-M District	98.62%	85.88%	11.50%	21.76%	Low poverty
Dassel-Cokato District	97.06%	86.84%	7.20%	24.62%	Low poverty
Howard Lake District	95.70%	80.90%	9.70%	22.94%	Low poverty
Maple Lake District	94.31%	76.92%	4.90%	19.64%	Low Poverty

Equitable Access to Experienced and Effective Teachers

1. In the fall of 2020, racial and ethnic identifiers and F&R for nonwhite students in 2019-20 were recorded on spreadsheets from individual student records in the district information system. Free and reduced identifiers were added from district files. Specific student level information was shared with only Achievement & Integration committee members and Principals.
2. Information about teacher experience was provided by the Director of Human Relations and added to the spreadsheets.
3. The information was sorted for identification of gaps in instruction by experienced teachers. There was no general assignment of students with these identifiers to classrooms of teachers with 3 or less years of experience. In some cases, assignment gaps between identified students and white students were nonexistent or low.
4. In some cases, teachers with 3 or less years of experience were the only teacher instructing for a subject/grade.
5. Any teacher identified as ineffective has been coached by the principal and other staff and carefully supervised in the 2019-2020 placement of teachers.
6. If students were identified as American Indian they are included in the data above. Stand alone data about our American Indian population will not be made public. Due to the low numbers students would be singled out.
7. Going forward, principals and staff registering and placing students with racial, ethnic and income identifiers in courses can use information about less experienced teachers to maintain equitable access to more experienced and effective teachers.

Goal: Principals and staff will consult racial, ethnic and income identifiers in individual situations as needed and in general course configuration at least once during classroom and course registration through spring and summer with attention to the placement of students with experienced teachers.