

# 2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

## Report Instructions and Information

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### Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at [jeanne.redfield@state.mn.us](mailto:jeanne.redfield@state.mn.us) if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

## Cover Page

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### District or Charter Name

Mesabi East School District #2711

### Grades Served

### Please check all that apply:

Prekindergarten - 12th grade

### WBWF Contact Information

#### WBWF Contact Name

Gregg Allen

#### WBWF Contact Title

Superintendent

#### WBWF Contact Phone Number

2182293321

#### WBWF Contact Email

[gallen@isd2711.org](mailto:gallen@isd2711.org)

**Did you have an MDE approved Achievement and Integration plan**

**implemented in the 2018-19 school year?**

**[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.**

**Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?**

No

**Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?**

**A&I Contact Name**

**A&I Contact Title**

**A&I Contact Phone Number**

**A&I Contact Email**

## **Annual Report**

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

**Provide the link to the district's WBWF annual report and A&I materials.**

**Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.**

[www.isd2711.org](http://www.isd2711.org)

**Provide the direct website hyperlink to the A&I materials.**

## **Annual Public Meeting**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

**Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.**

02/03/2020

**World's Best Workforce**

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## **District Advisory Committee**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.



## Equitable Access to Effective and Diverse Teachers

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

**While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:**

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

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?

(200 word limit)

The district administration yearly reviews the seniority list, out-of-field teacher list and ineffective teacher list and determines where teachers are placed in classrooms and grade levels.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

Mesabi East School District has only one building for all students in PK-12 grade. Minority students and students of low income do not have segregated classroom teachers.

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?**

(200 word limit)

The district administration yearly reviews the seniority list, out-of-field teacher list and ineffective teacher list and determines where teachers are placed in classrooms and grade levels.

**WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.**

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?

**Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.**

(200 word limit)

The district administration yearly reviews the seniority list, out-of-field teacher list and ineffective teacher list and determines where teachers are placed in classrooms and grade levels.

**What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?**

(200 word limit)

No applicants applied.

**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?**

**(200 word limit)**

The district hires the best teachers available for each position.

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

**Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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**

**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.**

## **All Students Ready for School**

**Does your district/charter enroll students in kindergarten?**

Yes

### **Goal**

**Provide the established SMART goal for the 2018-19 school year.**

The percentage of all students entering kindergarten at Mesabi East Elementary who are proficient on the iReady Reading Assessment will increase from 37% in the fall of 2018 to 50% in the winter of 2019 and 70 % in the spring of 2019

## Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

The reading proficiency for 2018-2019 increased from 37% to 84%, and did increase enough to meet the spring goal as measured by the iReady Reading Assessment.

## Goal Status

**Check one of the following:**

Goal Met (one year goal)

## 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

We use iReady Reading Assessment with all our students kindergarten through 8th grade. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.

• What strategies are in place to support this goal area?

All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success.

• How well are you implementing your strategies?

The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. How do you know whether it is or is not helping you make progress toward your goal? Progress is monitored via short cycle data; mid cycle data, and long cycle data .

**Do you have another goal for All Students Ready for School?**

No

## 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 2018-19 school year.**

The percentage of all students enrolled October 1 in grade 3 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 47.4% in 2018 to 65% in 2019 and increase to 75% in 2020. The percentage of all students enrolled for the 2018-2019 school year in grade 3 at Mesabi East Elementary who Meet the learning target on the iReady reading assessment will increase from 43% in the fall of 2018 to 60% in the winter of 2019.

## Result

### Provide the result for the 2018-19 school year that directly ties back to the established goal.

Reading proficiency in 2018-2019 increased to 69.7% from 47.4% in 2017-2018 as measured by all state accountability tests (MCA,MTAS). The reading proficiency for third grade is above the entire elementary by 10% proficiency. In 2018-2019, 43% of students enrolled in grade 3 for the 2018-2019 met their learning target in the fall of 2018. By winter of 2019, 70% of third grade students met their reading learning target.

## Goal Status

### Check one of the following:

Goal Met (one year goal)

## 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

We use iReady Reading Assessment with all our students kindergarten through 8th grade. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.

• What strategies are in place to support this goal area?

All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success.

• How well are you implementing your strategies?

The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. How do you know whether it is or is not helping you make progress toward your goal? Progress is monitored via short cycle data; mid cycle data, and long cycle data .

## Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

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

### Goal

### Provide the established SMART goal for the 2018-19 school year.

All student groups will meet reading and math proficiency targets that were set incrementally to meet the eventual goal to reduce the achievement gap by 50%

## Result

### Provide the result for the 2018-19 school year that directly ties back to the established goal.

Provide the result for the 2018-19 school year that directly ties back to the established goal. Secondary MCA/MTAS reading results: 49.3% of all students were proficient. 42.0% of students eligible for free or reduced meals were proficient. Secondary MCA/MTAS math results: 38.3% of all students were proficient 28.6% of students eligible for free or reduced meals were proficient Elementary MCA/MTAS reading results: 60.6% of all students were proficient 55.0% of students eligible for free or reduced meals were proficient Elementary MCA/MTAS math results: 48.5% of all students were proficient 36.7% of students eligible for free or reduced meals were proficient

## Goal Status

### Check one of the following:

Not On Track (multi-year goal)

## 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

We use iReady Reading Assessment with all our students kindergarten through 8th grade. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.

• What strategies are in place to support this goal area?

All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success.

• How well are you implementing your strategies?

The MTSS model is being implemented 100% in our system; however, the taxonomy level is consistently at a retrieval and comprehension level. How do you know whether it is or is not helping you make progress toward your goal?

Progress is monitored via short cycle data; mid cycle data, and long cycle data .

## Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

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

### Goal

#### Provide the established SMART goal for the 2018-19 school year.

The percentage of Mesabi East High School's graduating students who have earned college credit in concurrent enrollment, dual credit, and/or PSEO courses will increase from 30.6% in 2018 to 32.6% in 2019.

## Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

Students earning college credit in 2019 was 35.3%

## Goal Status

**Check one of the following:**

Goal Met (one year goal)

## 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

● What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Few of our students take challenging courses such as courses offering college credit or PSEO courses. The data is disaggregated by students who take courses and those who don't.

● What strategies are in place to support this goal area? We have teachers working toward Perkins certification which allows us more connections to our local colleges. We also collaborate with neighboring high schools and allow students access to more teachers with Perkins qualifications. By offering courses with college credit, this provides a step closer to earning a college degree or career certification.

● How well are you implementing your strategies? We are working on offering more rigorous courses through telepresence where students can stay on site and get the course they need.

● How do you know whether it is or is not helping you make progress toward your goal? More students are taking the courses we are offering and some students earn their Associate of Arts degree when they graduate from Mesabi East High School.

**Do you have another goal for All Students Career- and College-Ready by Graduation?**

No

## All Students Graduate

**Does your district/charter enroll students in grade 12?**

Yes

## Goal

**Provide the established SMART goal for the 2018-19 school year.**

Mesabi East High School's four-year graduation rate will improve from 90.3% in 2018 to 91.3% in 2019.

## Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

Mesabi East High School's four-year graduation rate decrease from 90.3% in 2018 to 86.8% in 2019.

## Goal Status

### Check one of the following:

Goal Not Met (one year goal)

### 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We used the four-year graduation trend data from the Minnesota Report card. The data is disaggregated by students who graduated, students who continue, and students who drop out.
- What strategies are in place to support this goal area? Students are monitored weekly during PLC's with one PLC focused specifically on seniors working to graduate. The PLC follows attendance and credit completion. The PLC makes recommendations for credit recovery for those students who may not be on track for graduation. We have also started to implement a CI/CO process in an ADSIS delivered course designed for students who may not be on track for graduation.
- How well are you implementing your strategies? We are in the initial implementation stage of this process. We still have some work to do on this.
- How do you know whether it is or is not helping you make progress toward your goal? We monitor the credit completion of students.

### Do you have another goal for All Students Graduate?

No

### Achievement & Integration

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This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

### Thank You!

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**Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.**

**[http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1578929514\\_5e1c8d6ab87026.02353578&sg\\_navigate=start](http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1578929514_5e1c8d6ab87026.02353578&sg_navigate=start)**