

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

District or Charter Name

0166-01 Cook County Public Schools

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Megan Myers

WBWF Contact Title

PK-12 Principal and Acting Superintendent

WBWF Contact Phone Number

2183872271 x603

WBWF Contact Email

mmyers@isd166.org

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

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

<https://www.cookcountyschools.org/o/cook-county/browse/59614>

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-20 school year.

Dec. 17, 2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Megan Myers

Role in District

Principal/Acting Superintendent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Mitch Dorr

Role in District

Asst. Principal

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Steven Anderson

Role in District

Math Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Emma Spoon

Role in District

Science Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Brian Miller

Role in District

Social Studies Teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Betsy Jorgenson

Role in District

ELA teacher

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Natalie Shaw

Role in District

Elementary Teacher/QOC chair

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jana Larson

Role in District

Title One Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Maria Burnett

Role in District

Native American Grand Portage Edu. Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

LIEC members

Role in District

Parent Advisory Counsel

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sissy Lunde

Role in District

School Board

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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)

We have a data team specific for the district. They provide data for the PLCs as requested and for the grade level the PLC is focused. Through our PLC groups data is reviewed at least once per month.

Individual student data is reviewed looking at NWEA, behavior, and formative assessment data. All teaching staff is part of the PLC process and review the data. We also consult with the LIEC Grand Portage representatives.

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)

We reviewed teacher evaluations to determine teacher effectiveness. Open positions have been filled with licensed staff and or are on an out of field permission. Due to the size of our school district, we have in the secondary level one section courses, so all students regardless of the group they are associated with get the same access to the same staff. We also have an active mentorship program that supports teachers that are in year 1-3 and an option if they change schools or 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?

(200 word limit)

As a district with have advertised our positions locally, state and nation wide to recruited a wide range of teachers. We also have a connections to university that will also post position for ours school. We would need an additional 2 Licensed teachers.

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)

We have a peer mentoring program that is designed to bring all staff up to a high standard of teaching. The peer mentors are coaches for the new staff and any staff that requests a mentor. Our goal is to maintain a highly qualified teaching staff in all areas. We will continue to provide staff development activities to keep our staff updated on standards and effective teaching strategies.

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.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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 2019-20 school year.

Cook County School District will increase the growth scores of the PreK 3 & 4 preschool students by 2 points from the Fall 2019 COR Assessment to the 2020 Spring COR Assessment in all 8 areas assessed:

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report We have a 3rd quarter data point that we used to identify the progress. Assessed Areas First Quarter Third Quarter Growth Approaches to Learning 2.45 5.38 +2.93 Social Emotional Development 2.24 6.41 +4.17 Physical Development and Health 2.75 6.38 +3.63 Language, Literacy, and Communication 2.42 5.49 +3.07 Math 2.12 5.73 +3.61 Creative Arts 2.24 5.46 +3.22 Science & Technology 2.41 5.89 +3.48 Social Studies 2.38 6.53 +4.15

Goal Status

Check one of the following:

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?

(Narrative is required. 200 word limit)

The district uses a standardized assessment and utilized such as observations and anecdotal records to identify needs. The results of

the assessments are reviewed to initially create small groupings of students that have similar needs in the areas assessed. Continuous observations are taking place to determine when groups need to be readjusted for targeting specific skill areas. Lesson plans are designed targeting the skills that children are identified as deficient. The students are divided into small groups and one on one for targeted work activities that allow for specific skill development at the child's skill level. At the same time the small setting allows for a better understanding during observation of the difficulty a child is experiencing to provide appropriate skill work to address the areas of deficiency identified. The specific skill work in small groups has been consistently delivered throughout the school year. Planning time is always the challenge with an all-day program to organize the specific skill activities. Daily observations of activities provide evidence on how students are grasping the skills being taught. The assessment tool provides the measure of evaluation as to whether or not the strategies are working.

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 2019-20 school year.

Sawtooth Mountain: GOAL: Using the individual RIT growth projection from the NWEA/MAPS mathematics test Fall to Spring, the percentage of students in grades K-5 at Sawtooth Mountain Elementary School who meet or exceed their projected growth goal or continue to be above projected grade level and show continued growth will increase from 65.2% in spring 2019 to 67.0% in spring 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Interventions are done on a daily basis in 20-40 minute time slots by 1.5 Title teachers, 1 behavioral Adsis teacher, 1 academic Adsis teacher , 1 part time reading Adsis teacher (Middle/High School) 2 Americorp (reading) members, 1 math Adsis member, and paraprofessionals. Classroom teachers implement interventions for individual students virtually and in their classrooms daily.

Data/Reading Specific Interventions used K-5

Orton Gillingham

Stars and Cars

Barton Reading & Spelling System

IXL-language arts and math

Great Leaps

Read Naturally

AIMS WEB fluency

Words Their Way-Spelling

Spelling City

Cover and Copy-Spelling

Guided Reading and Writing

Leveled Books/Journeys

Rigby Books

RAZ Kids

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 2019-20 school year.

Sawtooth Mountain: GOAL: Using the individual RIT growth projection from the NWEA/MAPS mathematics test Fall to Spring, the percentage of students in grades K-5 at Sawtooth Mountain Elementary School who meet or exceed their projected growth goal or continue to be above projected grade level and show continued growth will increase from 65.2% in spring 2019 to 67.0% in spring 2020. -----

----- Middle School: GOAL: Using the individual RIT growth projection from the NWEA/MAPS mathematics test Fall to Spring, the percentage of students in grades 6-8 at Cook County Middle School who meet or exceed their projected growth goal or continue to be above projected grade level and show continued growth will increase from 43.4% in spring 2019 to 45.0% in spring 2020. -----

----- High School: GOAL: Using the individual RIT growth projection from the NWEA/MAPS mathematics test Fall to Spring, the percentage of students in grades 9-10 at Cook County High School who meet or exceed their projected growth goal or continue to be above projected grade level and show continued growth will increase from 59.5% in spring 2019 to 61.5% in spring 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

All teachers, Americorp Members and paraprofessionals are implementing interventions virtually and in person. Our interventionists are well trained to deliver interventions consistently and skillfully. Communication about student needs is ongoing. The Sawtooth Support Team supports teacher and student needs through Child Study meetings and during PLC meetings.

Sawtooth Mountain Elementary Child Study Team tracks all interventions and adjusts when student goals are met. If adequate progress is not being met, the student is brought to Child Study. Review of students brought to Child Study is ongoing each month by classroom teacher request and weekly by means of the Sawtooth Child Study Support PLC. Data Team meetings are held 1-2 times yearly, (January and May) with grade level teachers and the Sawtooth Support Team. These meetings include conversations about individual students and need for academic support or extended curriculum for our high achieving students.

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 2019-20 school year.

All 10 -12 grade students will have been provided the opportunity to take no less than 2 career or college readiness examinations (ACT, ASVAB, SAT, or Accuplacer) and have the opportunity to schedule time with the school counselor in order to help guide them towards future college or career options upon completion of their 11th grade year. All 8th graders will take a careers course as part of their "exploratory" elective offerings

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

All 8th grade students took Careers as a course during the 2018-2019 school year. During the 2019-2020 school year the ASVAB, ACT, SAT or Accuplacer were optional for students in grades 10-12.

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?

(Narrative is required. 200 word limit)

We use data from our enrollment, registration for ACT, AP, Accuplacer, ASVAB, Career courses, PSEO, and college enrollment data. The data is for all students and can be broken down by the different sub groups identified by the district.

All our eleventh graders take the ASVAB. We utilize the MCIS program in our career course for all our students.

We promote the taking of the ACT for students pursuing a four-year college program. The Accuplacer is in place for the students taking AP courses, thinking about PSEO, or articulated courses, along with students interested in attending community colleges. We are implementing these strategies with fidelity.

We connect with all our students through our career course that provides them with career and interest data that is provided to the individual students and explained. In providing the ASVAB the data from the assessment gets interpreted for students to provide worthwhile information about future career and college options.

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 2019-20 school year.

All high school seniors in the class of 2020 starting the 2019-2020 school year will graduate in the spring of 2019 meeting all graduation requirements of the Cook County School District to a graduation rate of 92% or higher in 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

We had 40 out of 41 students meet the requirement for graduation in 2020.

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?

(Narrative is required. 200 word limit)

We look at our graduation rates from past years and current year. The data is broken down by graduated, dropped out and continuing from the MN report card data.

We can also disaggregate the data by sub group and our subgroups are free/reduced lunch meals, not eligible free/reduced lunch meals, white students, non-special education, American Indian and special education students.

The strategies in place include our guidance counselors meet with every student individually to verify that students are on track for graduation. Special education programming case managers track students for being on track for graduation. We have the Northland Learning Center in place for credit recovery.

We have ADSIS for reading and math skill development. We have the Anishinaabe Academic Center for American Indian students to work on academics. We are implementing the strategies in each program with fidelity.

We assess the students in the programs individually. We see growth in these students' skills. Some of the growth is still not enough to move them into the MCA proficient group. We know strategies are working based on credit completion towards graduation and graduation of individual students.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607538710_5fd118160eb1a3.69002707&sg_navigate=start