

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

0441-01 Marshall County Central Schools

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Jeffrey Lund

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

218-874-8530

WBWF Contact Email

jlund@mccfreeze.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://docs.google.com/document/d/16NuYWqYHnNJoXQuHSBr7t-LdqmtgCEAKABr2w8ZbHFg/edit?usp=sharing>

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.

12/14/2020

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

Jeffrey Lund

Role in District

Administrator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Brian Longerbone

Role in District

Administrator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Matthew Nelson

Role in District

Administrator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Darwin Nelson

Role in District

Head Custodian

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Adam Lokstad

Role in District

Transportation Manager

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Karin Garthus

Role in District

Head Cook Newfolden Kitchen

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Candy Halvorson

Role in District

Head Cook Viking Kitchen

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Julie Dahlman

Role in District

School Nurse

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Michele Audette

Role in District

Paraprofessional

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Summer Hoverson

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Molly Rustad

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Becky Brodersen

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Terri Peterson

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Katie Melgaard

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Eric Mimnaugh

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Rachel Wixo

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Carla Boen

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mark Knutson

Role in District

School Board Chairperson

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Craig Bakke

Role in District

School Board Vice Chairperson

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kayla Nelson

Role in District

School Board Clerk

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Patti Anderson

Role in District

School Board Treasurer

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mindy Dunrud

Role in District

School Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Rob Anderson

Role in District

School Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Robert Hestekind

Role in District

School Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Zack Nicklin

Role in District

Parent (Future School Board Member elected 11/2020)

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Karen Gonsowrowski

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Missy Bjorgaard

Role in District

Community Education Staff Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Erin Klemmetsen

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Pat Moen

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mary Anderson

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sam Ryba

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Linda Ueland

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mandi Gast

Role in District

Parent

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)

To help ensure those populations have effective, experienced teachers we have hired highly qualified, licensed teachers. We hire highly qualified special education teachers. We hire paraprofessionals to assist students in special education or Title I. We provide an after school program to also help disadvantaged students with homework. We are a member of the Northwest Regional Inter-District Council Special Education cooperative to provide us access to specialists to serve our students' needs. We utilize statewide advertisement system to recruit 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)

We broadly advertise our teaching positions and list desired qualifications in our advertisements. They go in 4 regional newspapers and the statewide job placement website. We seek highly qualified staff members for all of our positions. If we cannot find a highly qualified person, we would hire best person available and apply for the correct out of field placement and meet all the requirements state requires for them to get an approved out of field placement.

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)

We are a very small school in a remote region of the state. Geography and existing demographics provide a barrier to our students of color. Our current demographic breakdown of students is: 95.2% White, 2.1% Hispanic or Latino, 0.2% American Indian or Alaska Native, 0% Asian, 0.5% Black or African-American, 0% Native Hawaiian or other Pacific Islander, 2.1% two or more races. In terms of special education we have: 11.6% special education, 35.2% Free/Reduced Lunch, 0% Homeless, and 8% English Language Learners.

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)

A root cause of any gap would be distance from larger urban or more diverse areas. Although Native American populations exist near us, our local district demography reflects very few Native American residents. We enrolled our whole teaching staff in cultural competency training and provide resources to all staff in this area. The Northwest Service Cooperative provides some of this training.

We have not made specific efforts to increase the diversity of teachers for our students. We openly promote we are an equal opportunity employer and promote our openings on the statewide system. We would provide equal opportunity to prospective teachers and hire the best person based on experience, references, interview, and credentials. If we have difficulty finding applicants within a licensed field, we seek out lists of graduates from area colleges or repost the job allowing out-of-field applicants. This does not happen often but has occurred in shortage areas.

We are aware statewide demographics are changing. Our nearby regional center of Thief River Falls has seen a rapid change in demographics due to a large employer's business expansion. We have added state trainings in cultural competency, English Language Learner, student learning styles, ACES and nonverbal/visual cues.

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 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 2019-20 school year.

Our goal is to locate and have 100% of our children ages 3 to 5 not yet in kindergarten go through the screening process by spring 2021. The purpose of this goal is to identify possible special education needs and examine if children are making social and learning targets relative to their age.

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 were not able to fulfill our usual screening in the spring due to COVID 19.

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)

We have partnered with the Northwest Community Action Head Start Program and this has helped us locate more students. We both advertise our screening dates in our newsletters and local newspapers. We engage daycares to keep us informed about our 0-5 population.

If a child is flagged as needing additional supports, we engage our local special education cooperative and Head Start partners to help provide additional services to the family.

We held Preschool Screening September 30, 2019. We had to cancel our spring screening date due to emergency action by Governor closing school buildings. We were not able to screen all eligible students last year due to the cancellation of our spring screening event and are currently behind.

We did schedule a make up session to get students screened that missed the spring window. This was held on October 15, 2020. We are in process of purchasing our own screening materials so we are not dependent on our Head Start partners. This will help us make up the rest of the screenings from last spring and begin this year's screenings.

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.

We had 51.7% proficiency on our 2018-2019 State Test for grade 3. We have a goal to obtain 64% proficiency on the exam in 2019-2020. This increase would help us reach 100% proficiency by 2024.

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 were unable to report due to state not completing MCA tests this school year.

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)

We were unable to test our students this year due to cancellation of MCA exams due to COVID 19. Using other measurements 33/34 of our third graders met the targeted reading grade on their third grade report card. 31/34 met the Reading Unit Curriculum Based Measurement targets for reading at grade level. 28/34 (82%) met Star Reading Percentile Requirements as meeting grade level. All of these measurements were used on our Read Well by Third Grade Report.

We do worry about next year as the distance learning took a toll on our students reading progress. Traditionally we do a lot of reading work in the spring and students make large gains the latter half of the year in reading. We know we'll have to adjust our goals next year to meet students where they are currently at and develop a new goal.

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.

Our goal for the 2019-2020 school year is to reduce the achievement gap of our free reduced students to 0 as compared to our students not on free-reduced lunch in the next 5 year period.

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 marked Unable to Report due to state not having MCA testing.

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)

Looking back we found a 10.2 gap in reading proficiency in 2017-2018. This dropped to 8.8 in 2018-2019.

Looking back we found a 11.1 point gap in math proficiency in 2017-2018. This dropped to 8.2 in 2018-2019.

We checked not on track as we were not able to track this year's data due to no state test conducted due to COVID 19.

In case of additional testing cancelations, we will look at reading measurements on our local Star based assessments to help measure our free-reduced population vs. our not free-reduced population.

Some strategies that continue to be deployed to help our Free-Reduced Population:

Title I teacher and paraprofessional assistance.

After school program assistance.

District ECFE program pays for membership in Dolly Parton Library participation providing a book a month to all children board in the district until they reach the age of 5 years old.

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.

We have 100% participation in our schools Ramp Up to Readiness Program for the 2019-2020 school year. In addition we have 100% participation in grade 8 and grade 11 careers courses. Included in the careers course we have 100% participation in a job shadowing program. We have 100% participation taking the ACT entrance exam. Note: If a student is exempt from the programs due to IEP student will not count against the 100%. We would use transition programming built in the IEP to meet individual college/career goals for the student.

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)

100% of our students participated in the Ramp Up to Readiness Program.

100% of our 8th grade students participated in a career exploration/college exploration course.

Our students were not able to participate in job shadow experience due to COVID 19.

Our students were not able to participate in the ACT test due to its cancellation due to COVID 19.

We did create a testing date and all students that wanted to participate were able to take the exam. This date was held: October 6, 2020.

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.

100% of MCC Seniors will graduate at the end of the school year by scheduled graduation date. In addition we would like to maintain a 4 year graduation rate of 100%

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 one student that did not meet the requirements to graduate on time.

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?

(Narrative is required. 200 word limit)

We have many safeguards in place to check student progress from grades 9-12. A counselor meets with students each year. Students required to make up any classes are identified and parents informed. We have connection with area learning center in nearby Thief River Falls to support our students. We also created some local make up options as well.

Even with safeguards it is ultimately up to our students to complete requirements. One student had some barriers that made it not possible for him to meet graduation requirements in spite of school attempts to help.

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=1606144495_5fbbd1eff26b53.76552399&sg_navigate=start