

**MARSHALL COUNTY CENTRAL SCHOOLS
WORLDS BEST WORKFORCE REPORT
2019-2020**

Direct Link to this report:

<https://docs.google.com/document/d/16NuYWqYHnNJoXQuHSBr7t-LdqmtgCEAKABr2w8ZbHFg/edit?usp=sharing>

Section 1: District Engagement

An Open forum is also provided at each regularly scheduled school board meeting. Dates for school board meetings for 2019-2020:

July 16, 2019

August 20, 2019

September 17, 2019

October 9, 2019 Special School Board Meeting

October 14, 2019

November 20, 2019

December 18, 2019

January 22, 2019

February 12, 2020 Special School Board Meeting

February 19, 2020

March 17, 2020

The following meetings were held via Zoom. Public was invited but no typical open forum:

April 21, 2020

May 4, 2020 Special School Board Meeting

May 11, 2020 Special School Board Meeting

May 19, 2020

June 16, 2020

We started exploring a building project and held meetings on the following dates during the 2019-2020 school year:

November 14, 2019

December 11, 2019

Community Advisory Meetings were held

October 15, 2019

January 13, 2020

March 9, 2020

Membership: (Community Members, Parents, Board Representation)

Karen Gonsowrowski CM, Missy Bjorgaard CM/P, Karin Garthus CM, Erin Klemmetsen CM/P, Pat Moen CM, Mary Anderson CM, Craig Bakke CM/P, Kayla Nelson CM/P, Sam Ryba CM/P, Linda Ueland CM, Mandi Gast CM/P, Jeff Lund CM/P.

(CM = Community Member)

(P = Parent)

School Board Members include:

Mark Knutson (CM), Rob Anderson (CM/P), Kayla Nelson (CM/P), Craig Bakke (CM/P), Robert Hestekind (CM), Mindy Dunrud (CM/P), Patti Anderson (CM/P), and student school board member Katie Longerbone and Serena Ratzlaff.

Leadership Team Members:

Administrators include:

Jeffrey Lund (CM/P), Brian Longerbone (CM/P), Matthew Nelson (CM)

School Support Staff include:

Darwin Nelson (CM) (head custodian), Adam Lokstad (CM) (P) (transportation), Karin Garthus (CM) (P) (head cook), Julie Dahlman (School Nurse), Michele Audette (Paraprofessional)

Student Members: Katie Longerbone (Student Board Member) and Serena Ratzlaff (Student Board Member)

The district also relies on staff development committee for strategic planning, monitoring of teacher evaluation, and on-going growth and development initiatives. Members of the staff development committee include:

Staff Development Meetings were held: (Teacher/Support Staff)

August 22, 2019

September 16, 2019

October 21, 2019

December 9, 2019

January 6, 2020

February 10, 2020

Staff Development Members include: Summer Hoverson, Molly Rustad, Becky Brodersen, Terri Peterson, Katie Melgaard, Barry Busacker, Eric Mimnaugh, Rachel Wixo, Carla Boen.

Annual Public Meeting for Report/Summary:

December 15, 2020 at 6:30 p.m. in the High School Library.

Goals and Results:

Goal 1: All Students Ready for Kindergarten

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.

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.

Our kindergarten teachers are receiving some training to use teaching strategies gold. This will allow us participation in the state kindergarten entry profile. We had planned to start this year but with COVID 19 we will delay this and start this involvement next year.

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.

X We marked Not ABLE TO REPORT

Goal 2: All Students Read by Grade 3

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.

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.

X We marked Not ABLE TO REPORT

Goal 3: Closing the Achievement Gap

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.

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.

X We marked Not ABLE TO REPORT

Goal 4: All Students Career and College Ready by Graduation

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.

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.

X We marked Not ABLE TO REPORT

Goal 5:

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%

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

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.

X Not On Track (multi-year goal). COVID 19 had an impact on this goal as well.

Needs Assessment:

Based on assessment results (see above under goal 3):

Reading:

Expand Accelerated Reader participation/requirements through grade 9

Peer Coaching in Language arts to share best practices over all grades

Shape instruction and school work to meet students specific learning needs

Monitor fluency, vocabulary acquisition and comprehension

Provide supports when students need additional assistance

Add Title I/Basic Skills Teacher to assist elementary

Related to health pandemic focus on essentials, student supports, social emotional support, and remote assistance if necessary.

Math:

The district's key priorities:

Ensure students have a strong foundation in basic mathematical skills and pre-algebra skills in mathematics.

Use Star Testing to diagnostic test student need and Accelerated Math to help students meet needs.

Instructors will continue to monitor each student's progress and use new tools (Star Math and Accelerated Math) to help each individual child improve their skills.

Provide support staff to help students not meeting progress goals

Track areas carefully to ensure standard benchmarks are being taught and student outcomes show achievement

Add Title I/Basic Skills Teacher to assist elementary

Systems, Strategies, and Support Information:

Student Support:

Our district provides supports to help learners at all levels. We utilize star assessments in reading and mathematics to identify students in need of additional practice or referrals for more service. Students scoring in a high-risk range are provided with extra practice, referred to Title I services, After School program services, closely monitored, and their parents are provided with guidance for home help. Star assessments are aligned to state standards and help teachers target skills practice. Students are assessed quarterly, more often if progress monitoring is occurring. Students and parents are provided with gradebook access. This access can send alerts when students receive low scores or are missing work. This has greatly increased communication between parents and teachers. If students need additional services beyond our classroom support, Title I support, or after school program support, we implement a student assistance team that included teacher, support staff, administration, parents, and child (if applicable) to work on a plan for further support. Often this results in special education referral and services are provided if child qualifies. If child does not qualify team develops interventions and monitors progress continually meeting as necessary.

Teacher and Principal Support:

Our school district provides support for teachers. One key support is our teacher evaluation plan involving self-directed goals, peer coaching support, and feedback from classroom observations. We ask all teachers to mentor new staff. The peer coaching program helps facilitate this mentorship. Our administrators frequently visit classrooms providing prompt feedback using Marzano's best practices from Classroom Instruction that Works as a guide. Teachers receive a comprehensive evaluation with includes a combination of mini-observations, classroom observations, and professionalism monitoring. Marzano's work and rubrics adapted from Danielson are the framework for the evaluation. Our administrators receive comprehensive evaluation based on self-directed goals, staff survey to guide growth, and observational feedback provided by superintendent. The superintendent receives feedback from the school board administrative committee. The administrator evaluation plan was built based on state model but adapted for local use. Curriculum is examined on a cyclical basis. We just went through a comprehensive review of mathematics and in the implementation year for that curriculum. Next year science will be the core curriculum reviewed. The primary goal of all our evaluation is to encourage best practice teaching and to develop and refine a comprehensive plan that fosters the growth of skills in our teachers and administrators.

Link to Teacher Evaluation Plan:

https://docs.google.com/document/d/10YnsI9fAKolZlYn_2VJ1qRLPKq7gNErK0Raa0XU_fNg/edit?usp=sharing

District:

Our district has a strong staff development program encouraging development from within and by allowing teachers, administrators, and support staff the opportunity to seek high quality professional development to build knowledge and skills. Staff return from these experiences sharing the knowledge they learn with others to promote learning.

We have embraced technology in our district and are utilizing technology tools to assist in student learning, parent communication, communication within the district, and to encourage collaboration. Staff experts have conducted many trainings to build capacity within staff. We have called on experts to assist in comprehensive trainings of all staff. We participate in regional technology trainings through our area service cooperative.

Progress of staff development is monitored by a representative committee of administrators, teachers, support staff, a board member, and a parent member. This group meets every other month and site representatives share growth. The committee guides all groups making recommendations to promote overall staff development. A technology committee monitors technology growth. The technology coordinator and superintendent survey staff each year to identify needs and monitor growth.

Equitable Access to Excellent Teachers:

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.
- Our school board has a representative that sits on the hiring team along with our administrators. We all place a high emphasis on obtaining a properly licensed, effective teacher.

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.

Demographics

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. 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.

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.

All of our teachers are highly qualified either licensed in their teaching category or by obtaining proper authorization from the Minnesota Department of Education for proper out of field placement. All of our paraprofessionals meet the highly qualified standards.

Student Achievement Results for 2018-2019 compared to recent previous years

(No results were available for 2019-2020 as the state cancelled state testing due to COVID 19 Health Pandemic)

Reading

| Grade | 15-16 Prof. | 16-17 Prof. | 17-18 Prof. | 18-19 Prof. | 15-16 Index | 16-17 Index | 17-18 Index | 18-19 Index |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 3 | 47.6 | 62.5 | 55.3 | 51.6 | 61.9 | 71.9 | 61.8 | 61.3 |
| 4 | 61.3 | 50.0 | 63.1 | 59.5 | 75.7 | 65.9 | 73.7 | 69.0 |
| 5 | 76.0 | 86.7 | 67.9 | 73.7 | 86.0 | 91.7 | 78.6 | 86.8 |
| 6 | 69.0 | 62.1 | 90.9 | 77.3 | 79.35 | 79.35 | 93.9 | 83.3 |
| 7 | 60.5 | 48.4 | 57.6 | 54.2 | 69.6 | 56.45 | 69.7 | 68.6 |
| 8 | 48.3 | 50.0 | 50.0 | 48.4 | 58.65 | 60.3 | 63.2 | 58.1 |
| 10 | 53.1 | 48 | 58.3 | 70.3 | 65.6 | 64.0 | 72.9 | 79.7 |
| Dist. Avg. | 59.4 | 58.6 | 63.7 | 62.1 | 70.97 | 69.95 | 73.7 | 72.4 |

Math

| Grade | 15-16 Prof. | 16-17 Prof. | 17-18 Prof. | 18-19 Prof. | 15-16 Index | 16-17 Index | 17-18 Index | 18-19 Index |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 3 | 42.9 | 69.7 | 60.5 | 63.3 | 59.55 | 80.3 | 72.4 | 73.3 |
| 4 | 61.3 | 60.9 | 79.4 | 78.4 | 75.7 | 73.9 | 84.6 | 81.1 |
| 5 | 72.0 | 80.0 | 60.7 | 57.9 | 84 | 90 | 69.6 | 75.0 |
| 6 | 60.7 | 51.7 | 69.7 | 64.3 | 75.0 | 65.5 | 81.8 | 76.8 |
| 7 | 48.4 | 45.2 | 51.6 | 42.9 | 66.6 | 59.7 | 66.1 | 60.0 |
| 8 | 37.9 | 29.4 | 38.2 | 26.7 | 53.4 | 55.9 | 48.5 | 46.7 |
| 11* | 36.7 | 38.7 | 20.0 | 12.5 | 41.7 | 58.1 | 38 | 37.5 |
| Dist. Avg. | 51.4 | 53.1 | 56.1 | 49.4 | 65.1 | 68.7 | 67.3 | 64.3 |

Science

| Grade | 15-16 Prof. | 16-17 Prof. | 17-18 Prof. | 18-19 Prof. | 15-16 Index | 16-17 Index | 17-18 Index | 18-19 Index |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 5 | 92.0 | 86.7 | 71.4 | 71.8 | 96.0 | 91.7 | 80.4 | 82.1 |
| 8 | 35.7 | 41.2 | 55.9 | 32.3 | 53.55 | 60.3 | 69.1 | 48.4 |
| HS | 59.4 | 54.2 | 52.2 | 76.3 | 68.8 | 64.6 | 67.4 | 81.6 |
| Dist. Avg. | 62.37 | 60.2 | 59.3 | 60.1 | 72.78 | 72.15 | 71.6 | 70.7 |