



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

District or Charter Name: Mahnomen Public School District ISD #432

Grades Served: PreK - 12

WBWF Contact: Jeff Bisek

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

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 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.mahnomen.k12.mn.us/o/mahnomen-isd-432/browse/45423>
- Provide the direct website link 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.
 - Public meeting was held April 17, 2019 to review goals, outcomes and strategies from the previous 2018-19 year and to plan for the upcoming year.

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.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Sarah Snetsinger	Parent	
Meredith McArthur	Parent	
Desiree Linden	Parent	
Marlene Myhre	Parent	
Joan LaVoy	Parent	
Aimee Pederson	Indian Education Coordinator	
Jacob Melby	Elementary Principal	
Kevin Hedstrom	Secondary principal	

Equitable Access to Excellent and Diverse Educators

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.

Respond to the questions below. Limit response to 400 words.

- 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?
 - District has one elementary school, one secondary school and one ALC school. All students have access equal to the same teachers. We review our data annually.
 - Who was included in conversations to review equitable access data?
 - School administration, School board and teachers are included in reviewing enrollment numbers.
 - What equitable access gaps has the district found?
 - No equitable access gaps found as all students attend the same school due to the small size of our District and enrollments.
 - What are the root causes contributing to your equitable access gaps?
 - Not applicable as all students attend the same school due to the small size of our District and enrollments.
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - Not applicable as all students attend the same school due to the small size of our District and enrollments.
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

WBWF also 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. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
 - There are no Hispanic teachers in our District which is 2% of our student population.
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

- We would need to hire 52 teachers of American Indian ethnicity to replace existing teachers to reflect the same percentage of American Indian/Two or More student population.
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
 - Lack of teacher applicants in general. We receive a minimal number of licensed applicants regardless of their ethnicity. We are lucky if we have enough applicants to fill open positions.
- 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?
 - We encourage our graduating seniors to pursue a career in education and to become teachers.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2018-19 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

Goal	Result	Goal Status
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Goal	Result	Goal Status
All students will be provided access to a high quality Early Childhood program/education as measured by Parent Aware System rating and local assessments.	District offers Early Childhood Education program that is 4 star Parent Aware. This is open to all preschool age children in the District. The District also coordinates transportation for local Head Start Program.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p>X Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

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 use MCA proficiency data and STAR Reading and Math testing data to determine if our K-3 students are prepared.
- What strategies are in place to support this goal area?
 - Investment in Early Childhood education with 5-day everyday Pre-K programming to provide early interventions for students coming into Kindergarten.
- How well are you implementing your strategies?
 - We have increased our PreK enrollment from 9 students in 2017-18 to 18 students in 2018-19.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Kindergarten performance and teacher reports on students with PreK experience

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
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Goal	Result	Goal Status
<p>Average of 3% increase in the number of 3rd grade students meeting proficiency as measured by the Minnesota Comprehensive Assessments compared to the previous year.</p> <p>80% of K-2 students will demonstrate growth in reading as measured by STAR and local assessments.</p>	<p>There was a 17% decrease in Reading of 3rd grade students meeting proficiency as measured by the Minnesota Comprehensive Assessments compared to the previous year.</p> <p>55% of K-2 student demonstrated 1-year equivalent growth in reading as measured by STAR and local assessments.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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 use MCA proficiency data and STAR Reading and Math testing data to determine if our K-3 students are prepared.
- What strategies are in place to support this goal area?
 - Lower student to teacher home room ratios by having 3 sections in grades K-3.
 - 90-minute Reading block is implemented for all classrooms.
 - Additional Title 1 supports for students by using additional small group instruction for Reading.
- How well are you implementing your strategies?
 - Strategies are being implemented to fidelity.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Hard to tell if any one strategy is making an impact towards progress to meeting the goal. MCA test data does not confirm growth in 3rd grade Reading as it does not measure the same child each year but a different cohort. STAR reading growth in Grade 1 & 2 showed a 1-year equivalent growth for 75-76% of students however, the Kindergarten STAR measurement only indicated 16% of the students achieving a 1-year growth. This indicates that STAR test results may not be an appropriate measuring tool for literacy by 3rd grade.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<ul style="list-style-type: none"> • MCA Math Assessment: Based on previous year's MCA test scores. The following student groups will increase proficiency by 3% on the 2018-19 MCA assessment. <ul style="list-style-type: none"> ○ American Indian student group. ○ White student group. ○ Special Education student group. ○ Free & Reduced Lunch student group. • MCA Reading Assessment: Based on previous year's MCA test scores. The following student groups will increase proficiency by 3% on the 2018-19 MCA assessment. <ul style="list-style-type: none"> ○ American Indian student group. ○ White student group. ○ Special Education student group. ○ Free & Reduced Lunch student group. 	<p>Based on previous year's MCA Math scores.</p> <ul style="list-style-type: none"> • American Indian student group did increase by 3.5% on MCA assessment. • White student group did not increase by 3% on MCA assessment. • Special Education student group did not increase by 3% on MCA assessment. • Free & Reduced Lunch student group did not increase by 3% on MCA assessment. <p>Based on previous year's MCA Reading scores.</p> <ul style="list-style-type: none"> • American Indian student group did not increase by 3% on MCA assessment. • White student did increase by 18.8% on MCA assessment. • Special Education student group did not increase by 3% on MCA assessment. • Free & Reduced Lunch student group did not increase by 3% on MCA assessment. 	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p>X Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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 use MCA proficiency data and STAR Reading and Math testing data to determine if our K-3 students are prepared.
- What strategies are in place to support this goal area?
 - 90-minute Reading block is implemented for all classrooms Grade K-6.
 - Additional Title 1 supports for students by using additional small group instruction for Reading implemented K-12.
 - Targeted Services programming during the summer break and after school.

- How well are you implementing your strategies?
 - Implementation of strategies has been to fidelity for those strategies that are during the school day. After school and summer school have difficulty with attendance by students and have limited results in application.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Hard to tell if any one strategy is making an impact towards progress to meeting the goal. MCA test data indicates a decrease in percentage of proficient students on average in both Reading and Math. Other factors also play into this such as consistent attendance rates and high mobility rates.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<ul style="list-style-type: none"> All students will take EXPLORE Assessment (8th), PLAN Assessment (10th), and ASVAB Assessment (11th) All students take Careers Course (12th) prepare career/college plan. All students will be provided with course opportunities with a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, elective career exploration, and College in the High School opportunities. 	<ul style="list-style-type: none"> All District 8th Grade students took the EXPLORE Assessment All District 10th Grade students took the PLAN Assessment. All District 11th Grade students took the ASVAB Assessment. <p>All District 12th Grade students take a Careers Course as a graduation requirement.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <p>X Met All (multiple goals)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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?
 - Number of students that complete College & Career Readiness indicator exams such as the EXPLORE, PLAN and ASVAB exam.
- What strategies are in place to support this goal area?
 - School administers the exams to the approximate grade level students.
 - Careers Course is a required class for all students.
 - Utilize a career counselor through a consultant from Rural MN CEP (local workforce center) to meet with students and plan career future.
- How well are you implementing your strategies?
 - Strategies are fully integrated as all students take the necessary exams and course work which helps track their readiness for college or career fields.
- How do you know whether it is or is not helping you make progress toward your goal?
 - All graduating students have post-secondary career portfolio plan in place.

All Students Graduate

Goal	Result	Goal Status
<p>Average of 5% increase in the number of students graduating high school compared to the previous year. <i>(Calculated on students that had begun at Mahnomon High School in 9th grade and demonstrated 85% or better regular attendance)</i></p>	<p>There was a 12.7% increase in the average number of students graduating high school compared to the previous year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p>X Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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?
 - Previous year's graduation rate on MN Report Card indicated the deficiency.
 - Change in graduation rate on MN Report Card.
- What strategies are in place to support this goal area?
 - Credit Recovery options for secondary students as an after-school program during the year as well as a summer school program.
- How well are you implementing your strategies?
 - Implementation of strategy is in place. After school and summer school have difficulty with attendance by students and have limited results in application.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Hard to tell if any one strategy is making and impact towards progress to meeting the goal. However, MCA graduation data indicates an increase in graduation rate from the previous year would indicate strategy was successful.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)