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

District or Charter Name:

Grades Served: PreK - 12

WBWF Contact: Dr. W. Crandall
Title: Superintendent
Phone: 218/387/2271
Email: bcrandall@isd166.org

A and I Contact: Dr. W. Crandall
Title: Superintendent
Phone: 218/387/2271
Email: bcrandall@isd166.org

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

___ Yes  X  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.
- 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. **November 21, 2019**

**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.

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).
<table>
<thead>
<tr>
<th>District Advisory Committee Members</th>
<th>Role in District</th>
<th>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Crandall</td>
<td>Superintendent</td>
<td></td>
</tr>
<tr>
<td>Megan Myers</td>
<td>Principal</td>
<td>x</td>
</tr>
<tr>
<td>Mitch Dorr</td>
<td>Asst. Principal</td>
<td>x</td>
</tr>
<tr>
<td>Colin Everson</td>
<td>Math Teacher</td>
<td>x</td>
</tr>
<tr>
<td>Emma Spoon</td>
<td>Science teacher</td>
<td>x</td>
</tr>
<tr>
<td>Steven Anderson</td>
<td>Social Studies</td>
<td>x</td>
</tr>
<tr>
<td>Sue Nelson</td>
<td>Special education teacher</td>
<td>X</td>
</tr>
<tr>
<td>Natalie Shaw</td>
<td>Elementary Teacher</td>
<td></td>
</tr>
<tr>
<td>Jana Larson</td>
<td>Title One Teacher</td>
<td></td>
</tr>
<tr>
<td>Chad Benesh</td>
<td>Science teacher</td>
<td></td>
</tr>
<tr>
<td>Melisa Oberg</td>
<td>Special education teacher</td>
<td></td>
</tr>
<tr>
<td>Maria Burnett</td>
<td>American Indian Education liaison</td>
<td></td>
</tr>
<tr>
<td>Lena Santos</td>
<td>American Indian Education liaison/parent</td>
<td></td>
</tr>
<tr>
<td>Desi Likiaksa</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Angela Crow</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Deb White</td>
<td>School Board</td>
<td></td>
</tr>
<tr>
<td>Shawna Premo</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>
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?
  - Who was included in conversations to review equitable access data?
- 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 MCA II, NWEA, behavior, and formative assessment data. All teaching staff is part of the PLC process and review the data.
  - What equitable access gaps has the district found?
  - What are the root causes contributing to your equitable access gaps?
    - We reviewed teacher evaluations to determine teacher effectiveness. We had two staff members last year that were non-renewed. Those positions have been filled with licensed staff. 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.

- 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?

When an opening occurs, we advertise on St. Cloud Ed post to get our open position out state wide to increase the opportunity to get staff licensed in the area of need. To assist in meeting our goals, the district has in place programs to work with our students utilizing instructional strategies in our title one program in our elementary setting, along with ADSIS programming at the middle and secondary setting, which are taught by highly qualified effective staff.

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.

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.

- 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?
    - The racial and ethnic group in our district is American Indian.
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
    - We currently employ 4 staff and 3 Anishinaabe Academic Center staff that identify as American Indian. So, we would need an additional 6 staff to provide a more reflective staff population to our student population.
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
    - The lack of applicants to our open positions contributes directly to our lack of student access to American Indian 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?

- When we have a teacher opening, we post our open positions on the St. Cloud Ed Post which goes out to all areas and populations for the state of Minnesota. The St. Cloud Ed Post is the job posting site for the state of Minnesota for any individual looking for a teaching position. Regarding retention of staff we have a mentoring program for newly hired teaching staff along with staff development opportunities to provide growth opportunities. Our district also is a Q-comp district, so incentives pay for meeting goals during the school year. The district also has competitive benefits and wages for the region which assists in teacher retention.
• We also share our postings with the Grand Portage Indian Education Liaison to post in any areas through Grand Portage.
  o 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.

___X___ 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. As reported in this report.

X___ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers. As reported in this report.

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>


Cook County School District will increase the growth scores of the PreK 3 & 4 preschool students by 2 points from the Fall 2018 COR Assessment to the 2019 Spring COR Assessment in all 8 areas assessed:

<table>
<thead>
<tr>
<th>Assessed Areas</th>
<th>Fall</th>
<th>Spring</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>2.78</td>
<td>4.84</td>
<td>2.06</td>
</tr>
<tr>
<td>Social Emotional Development</td>
<td>2.56</td>
<td>4.88</td>
<td>2.32</td>
</tr>
<tr>
<td>Physical Development and Health</td>
<td>3.20</td>
<td>5.22</td>
<td>2.02</td>
</tr>
<tr>
<td>Language, Literacy, and Communication</td>
<td>2.42</td>
<td>4.50</td>
<td>2.80</td>
</tr>
<tr>
<td>Math</td>
<td>2.11</td>
<td>4.97</td>
<td>2.86</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>2.55</td>
<td>4.82</td>
<td>2.27</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>2.37</td>
<td>4.92</td>
<td>2.55</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.62</td>
<td>5.22</td>
<td>2.60</td>
</tr>
</tbody>
</table>

X Goal Met (one-year goal)

**Narrative is required; 200-word limit.**

A variety of assessments are 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.
What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

### All Students in Third Grade Achieving Grade-Level Literacy

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE K 70% of Kindergarten students will be at or above the NWEA MAP spring 2019 reading benchmark score of 158.1.</td>
<td>73.9% of Kindergarten students were at or above the NWEA MAP spring 2019 reading benchmark score of 158.1.</td>
<td>X Goal Met (one-year goal)</td>
</tr>
<tr>
<td>GRADE 1 70% of 1st Grade students will be at or above the NWEA MAP spring 2019 reading benchmark score of 177.5.</td>
<td>65.2% of 1st Grade students were at or above the NWEA MAP spring 2019 reading benchmark score of 177.5.</td>
<td>X Goal Not Met (one-year goal)</td>
</tr>
<tr>
<td>GRADE 2 80% of 2nd Grade students will be at or above the NWEA MAP spring 2019 reading benchmark score of 188.7.</td>
<td>70% of 2nd Grade students were at or above the NWEA MAP spring 2019 reading benchmark score of 188.7.</td>
<td>X Goal Not Met (one-year goal)</td>
</tr>
<tr>
<td>GRADE 3 65% of 3rd Grade students will meet proficiency on the MCA III Reading assessment in Spring 2019.</td>
<td>76.2% of 3rd Grade students met proficiency on the MCA III Reading assessment in Spring 2019.</td>
<td>X Goal Met (one-year goal)</td>
</tr>
</tbody>
</table>

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?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Interventions are done daily by Title One, ADSIS, Americorp (reading) and paraprofessionals. Teachers implement interventions within their classrooms.

- Interventions
All teachers, Americorp and paraprofessionals are implementing intervention strategies consistently and skillfully. Communication about student needs is ongoing. The Support Team supports teacher through Child Study meetings and PLC meetings.

The 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 bi-weekly. Data Team meetings are held twice yearly 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. We also track yearly data on our Sawtooth Elementary Data Document for every student and use it to analyze which students qualify for interventions, Title services, ADSIS services, and classroom/teacher interventions.
## Close the Achievement Gap(s) Between Student Groups

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sawtooth Mountain:</strong> GOAL: Using the spring individual RIT growth projection, from the NWEA/MAPS mathematics test, 53% of all students in grades K-5 at Sawtooth Elementary School will meet their projected growth goal from Fall 2018 to Spring 2019 or will be above projected grade level and continue to show growth in Spring 2019. This is a baseline year.</td>
<td>65% of all students met their projected growth goal, or were above the projected grade level and continued to show growth from fall 2018 to spring 2019.</td>
<td>X Goal Met (one-year goal)</td>
</tr>
<tr>
<td><strong>Middle School:</strong> GOAL: Using the spring individual RIT growth projection, from the NWEA/MAPS mathematics test, 53% of all students in grades 6-8 at Cook County Middle School will meet their projected growth goal from Fall 2018 to Spring 2019, or will be above projected grade level and continue to show growth in Spring 2019. This is a baseline year.</td>
<td>43% of all students met their projected growth goal, or were above the projected grade level and continued to show growth from fall 2018 to spring 2019.</td>
<td>X Goal Not Met (one-year goal)</td>
</tr>
<tr>
<td><strong>High School:</strong> GOAL: Using the spring individual RIT growth projection, from the NWEA/MAPS mathematics test, 53% of all students in grades 9-10 at Cook County High School will meet their projected growth goal from Fall 2018 to Spring 2019 or will be above projected grade level and continue to show growth in Spring 2019. This is a baseline year.</td>
<td>60% of all students met their projected growth goal, or were above the projected grade level and continued to show growth from fall 2018 to spring 2019.</td>
<td>X Goal Met (one-year goal)</td>
</tr>
</tbody>
</table>

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?
• What strategies are in place to support this goal area?
• How well are you implementing your strategies?
• How do you know whether it is or is not helping you make progress toward your goal?

We reviewed MCA and NWEA data collected during the school year to identify our goals. The data is disaggregated based on subgroup populations for special education, free/reduced price meal and American Indian students.

In all schools we have Anishinaabe Academic tutors, ADSIS and special education programming. In the elementary we also have Title One programming. The programs use strategies of individual instruction, small group and computer skill building programs. We are implementing the strategies in each program with fidelity. Based upon the data we collect we can determine how well our interventions are working along with growth seen by our students.
All Students Career- and College-Ready by Graduation

<table>
<thead>
<tr>
<th>Goal</th>
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<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &quot;exploratory&quot; elective offerings</td>
<td>All 8th grade students took Careers as a course during the 2018-2019 school year. During the 2018-2019 school year the ASVAB, ACT, SAT or Accuplacer were optional for students in grades 10-12. The ACT and Accuplacer had 80% taking these options.</td>
<td>X Goal Met (one-year goal)</td>
</tr>
</tbody>
</table>

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?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

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.

We know it is working by the data indicating a large percentage of our current and graduating students taking AP, PSEO and enrolling in postsecondary options from our schools.
All Students Graduate

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All high school seniors in the class of 2018 starting the 2017-2018 school year will graduate in the spring of 2018 meeting all graduation requirements of the Cook County School District increasing from 90.5% in 2017 to a graduation rate of 92% or higher in 2018.</td>
<td>Graduation rate from MN report card is at 92.7% graduation in 2018.</td>
<td>X  Goal Met (one-year goal)</td>
</tr>
</tbody>
</table>

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?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

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.