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

0361-01 International Falls School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Kevin Grover

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

2182832571

WBWF Contact Email

kgrover@isd361.org

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

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

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

No

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

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

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

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

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

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

https://www.isd361.k12.mn.us/o/isd-361/documents

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. <u>Report on this measure for the 2019-2020 school year.</u>

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.

December 9, 2020

World's Best Workforce

District Advisory Committee

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

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

Mike Holden

Role in District

School Board

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Michelle Hebner

Role in District

School Board

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Beth Slatinski

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Melissa Tate

Role in District

FES Principal/Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Tim Everson

Role in District

FHS Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kevin Grover

Role in District

Superintendent/parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Karla Olson-Line

Role in District

Teacher/parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Alysa Hackenmueller

Role in District

parent

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

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)

All of our staff is in-field at this time so it was not a major issue. Administration does place students via scheduling and works to equitably distribute students and if anything we put more of our struggling students with our more experienced educators. We are looking for best fits as relationships mean a lot in the education process. At the upper grades, many classes all have the same teacher or there is a single section so the discussion is a mute point.

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)

Our focus is to have the best educators possible and work to mentor inexperienced staff to grow into great educators. Unfortunately we have cut programs as we can't find licensed staff to teach in these areas.

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 predominately White or American Indian in our racial makeup. We do have a few African American, Mexican, and Russian students and staff, but lack representation in teaching ranks. We are limited on applications for most jobs and are looking for the best applicants.

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)

Teachers of color have not been in the pool of applicants in the past, not sure what is to explain this other than our location. We do have teachers with American Indian heritage and it is higher than our student population percentage.

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.

75% of kindergarteners participate in FES school readiness program (preschool).

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."

62 percent of the kindergarten class attended FES school readiness program. 38 out of 61 enrolled had attended school readiness the year prior.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We examine the Kindergarten class and compare it to our enrollment in prior Preschool classes. We are looking at Star data as student begin Kindergarten to see what level they are at and if they are on grade level. Majority of students regardless of student groups, students that are in our program for multiple years are at grade level. We also are monitoring students that we are not aware were in a learning program or that were in a program that was not ours. We are also looking at barriers for why some students did not attend our program.

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.

61.7 % of current 3rd grade students at FES will meet or exceed the 3rd grade MCA reading assessment in the spring of 2020, an increase of 2% from 2019.

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, No MCA test

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)

MCA data was used to set goal, but no data available if it was met. Star data showed we were on track.

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.

FES special education students will increase from 26.6% proficient in Math in 2019 to 29.6 % proficient in 2020 on the MCA. (Statewide 27.6%)

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, no MCA data

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)

Staff that work in this area and with the subgroup had worked on tasks to help this subgroup along with a district wide approach to teaming, PBIS, and various other strategies.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

FHS special education students will increase from 13.6% in 2019 to 16.6% proficient in 2020 on the Math MCA. (Statewide is 27.6%)

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, no MCA data.

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)

Staff that work in this area and with the subgroup had worked on tasks to help this subgroup along with a district wide approach to teaming, PBIS, and various other strategies.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

FES special education students will increase from 20.0% proficient in Reading in 2019 to 23.0% proficient in 2020 on the MCA. (Statewide 29.8%)

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."

No MCA data.

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)

Staff that work in this area and with the subgroup had worked on tasks to help this subgroup along with a district wide approach to teaming, PBIS, and various other strategies.

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

All current 8th grade students will complete a 4 year plan while registering for 9th grade

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."

2020 8th grade students completed a 4 year plan with the school counselor as part of registration.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

School counselor meets to register students and helps advise on classes they need as well as courses that are of interest.

Do you have another goal for All Students Career- and College-Ready by Graduation?

Yes

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

International Falls will score the state average or higher on the ACT test. (District composite for 2019 was 20.0 compared to the state composite of 21.4)

Result

Provide the result for the 2018-19 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."

The district slightly dropped with a composite of 19.4. It is likely that the number tested dropped a little due to state shutdown that could have impacted the district composite score.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

All teachers are working to make sure all students are ready for upper level testing. This is tough as not all kids are off to a 4 year college and thus trying to force them into more challenging areas of study is not realistic. Teachers in upper level courses work hard with students enrolled to be prepared for ACT and college.

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.

International Falls' students will have a 90% or higher graduation rate for 2020. (Data lags - district graduation rate in 2018 was 90.2% to the states 83.2%)

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."

89.7 percent graduated compared to the state rate of 83.7%.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

School counselor and social worker connecting and tracking all students along with teachers working to get all students to graduation. Disappointed we had a slight drop, but also tougher to keep all kids moving as we were distant learning last spring.

Do you have another goal for All Students Graduate?

No

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=1606248880_5fbd69b0089638.20528373&sg_navigate=start