



- I. Overview of Report (correct information)
- II. Overview of Student Achievement Data
- III. Overview of Strategic Plan

## 2020-2021 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** Mesabi East School District #2711

**Grades Served:** PK-12

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This report has three parts:

**WBWF:** Required for all districts/charters.

### 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.

**The World's Best Workforce Plan is available on the Mesabi East School District Website at [www.isd2711.org](http://www.isd2711.org). The school district also published the WBWF in the Spring Newsletter**

**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. [www.isd2711.org](http://www.isd2711.org)
- Provide the direct website link to the A&I materials.

#### Annual Public Meeting

The annual World's Best Workforce meeting will be held on January 4, 2022 at 3:30 p.m.

## 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.

Complete the list of your district advisory committee members for the 2021-2022 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
Jeff Burgess	Superintendent of Schools
Amy Maki	Elementary Principal
Tim Mellstrom	High School Principal
Walt Hautala	School Board Member/ Community Member
Mary Beth Skorich	Teacher, Mesabi District
Craig Sickel	Teacher/Community Member/Parent
Kari Hunt	Staff Member/ Community Member
Cindy Landwer	Teacher, Mesabi District
Nicole Romero	Guidance Counselor

## Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2021-2022 school year. Report on your equitable access to excellent and diverse educators for the start of the 2021-2022 school year.

**The district reviews the seniority list, out-of-field teacher list and ineffective teacher list and determines a percentage of teachers as listed below.**

**Probationary Teachers - approximately 27%**

**Out-of-Field Teachers - 7%**

**Ineffective Teachers - 0%**

**The District has only one building for all students in PK-12 grade. All students have access to the same 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 in which he or she is not licensed.
- 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.

**The district administration reviews and discusses the seniority list, out-of-field teacher list and ineffective teacher list. The district seeks diverse candidates.**

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

**The district examines TS Gold, Fastbridge, MCA, as well as ACT data. The data is reviewed in the fall, winter, or spring when appropriate. Tests such as MCA, and ACT are reviewed yearly.**

- Who was included in conversations to review equitable access data?

**Mesabi East School District has only one building for all PK-12th grades. Teachers, parents, support staff, school board, and administrators are included in the conversations.**

- What strategies has the district initiated to improve student equitable access to experienced,

in-field, and effective teachers?

**The district has provided standards based training and coaching, implemented PLCs and has added peer observations and support in addition to admin observations of staff.**

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Mesabi has implemented a CARE team to address the needs of the whole child. Social and emotional curriculum, including Responsive Classroom is utilized. Data digs, REACH, ADSIS, Title programming are in place. Gifted programming is beginning in elementary as well. High School offers honors, PSEO, CIS, and AP opportunities for all students.**

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. **Mesabi East strives to hire the best teachers. We reach out to colleges to find top diverse candidates.**

## 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 2021-2022 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

District/charter publicly reported 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 reported 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
<p>The percentage of all students entering kindergarten at Mesabi East Elementary who are proficient on the TS Gold Assessment will increase from 67% in the spring of 2021 to 70% in the spring of 2022.</p>	<p>The number of students entering kindergarten in 2021-2022 increased from 87 to 88% on the TS Gold</p>	<p><b>Check one of the following:</b>  <input checked="" 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) <input type="checkbox"/> Met All (multiple goals)  <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten  <input type="checkbox"/> Unable to report</p>

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

- What data have you used to identify needs in this goal area?

*We use TS Gold for our pre-k students. Teachers meet weekly in PLCs to review short cycle data, such as common assessments and progress monitoring information.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percentage of all students enrolled October 1 in grade 3 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all <b>reading</b> state accountability tests (MCA, MTAS) will increase from 69.7% in 2019 to 72.7% in 2022.</p>	<p>In 2021-2022 school year, 51.8% of students enrolled in grade 3 met proficiency on the MCA reading test.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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) <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) <input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input type="checkbox"/> Unable to Report</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?
- What strategies are in place to support this goal area?

We use Fastbridge Reading Assessment with all our students kindergarten through 12<sup>th</sup> grade. Teachers meet weekly in PLCs to review short cycle data, such as common assessments and progress monitoring information. The teachers also meet three times a year (September, January, and May) to review the mid-cycle data (benchmark assessments 3x's/per year). The teachers disaggregate the student data using a tiered system. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom of tier 2 and top of tier 3 receive support from ADSIS-Giant Success.

We use an MTSS model. Instruction is based on the MN State Reading Standards for all Tiers. All students receive core instruction at tier 1. In tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessments. Students

needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (small group as a push in into the classroom) or receive tier 3 instruction via ADSIS-Giant Success.

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
<p>All students will meet reading and math proficiency targets that were set incrementally to meet the eventual goal to reduce the achievement gap by 50%.</p>	<p>Provide the result for the 2021-2022 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."            Secondary MCA/MTAS reading            39% of all students were proficient.            38.8% of students eligible for free or reduced meals were proficient.            Secondary MCA/MTAS math results            18.5% of all students were proficient.            14.3% of students eligible for free or reduced meals were proficient.            Elementary MCA/MTAS reading results:            47.7% of all students were proficient            43.3% of students eligible for free or reduced meals were proficient            Elementary MCA/MTAS math            36.5% of all students were proficient            30.3% of students eligible for free or reduced meals were proficient.</p>	<p>Check one of the following:  <input checked="" 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) <input type="checkbox"/> Met All (multiple goals)  <input type="checkbox"/> Met Some (multiple goals)  <input type="checkbox"/> Met None (multiple goals)  <input type="checkbox"/> Unable to Report</p>

- 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?

The district utilizes Fastbridge Reading assessments with students K-8. Teachers meet weekly in PLCs to review data, discuss formative and common assessments, and progress monitor. The teachers disaggregate the student data using a tiered system. The students in the bottom of tier 1 and top of tier 2 typically receive support from Reading Corps or Title One. The students in the bottom tier 2 and tier 3 receive support from the ADSIS-Giant Success program.

We use an MTSS model. Instruction is based on MN State Reading Standards for all Tiers. All students receive core instruction at Tier 1. In Tier 1 the instruction is based on the state standards, posting learning targets and success criteria, and creating common formative assessment. Students needing support beyond tier 1 receive instruction in tier 2 via Reading Corps or Title One (Small group as a push into the classroom) or receive tier 3 instruction via ADSIS-Giant Success.

The MTSS model is being implemented 100 percent in our system. We are working toward increasing the complexity of the instruction within all 3 tiers.

Progress is monitored via short cycle data (common assessments, teacher observations, admin observations, weekly progress monitoring); mid cycle data (Benchmark assessments) and long cycle data (MCAs/MTAS).

### All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021-2022 school year.</p> <p>The percentage of Mesabi East High School's graduating students who have earned college credit in concurrent enrollment, dual credit, and/or PSEO will increase from 32.6 % in 2020 to 33% in 2022.</p>	<p>Provide the result for the 2021-2022 school year that directly ties back to the established goal.</p> <p>Students earning college credit in 2022 was 33%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> Unable to Report</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?
- What strategies are in place to support this goal area?

We are working toward more rigorous courses and opportunities. Students are taking more college credit and PSEO opportunities. The data is disaggregated by the students who take such courses and those who don't.



We have teachers currently working toward Perkins certification which allows us more connections to our local colleges. We collaborate with neighboring high schools which allow students access to more teachers with Perkins qualifications. By offering courses with college credit, this provides a step closer to earning a college degree or career certification. We have other teachers working toward Master’s level, and two teachers currently enrolled in Doctorate programs.

We are working to offer challenging courses beginning in Grade 5 through virtual or telepresence where students can stay on site and get the course they need.

We see that more students are enrolling in the challenge courses we are offering. Surveys reveal that students and parents would like us to continue on this path.

### All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Mesabi East High School’s four year graduation rate will improve from 93.2% to 94.2% in 2021.</p>	<p>Mesabi East High School’s four year graduation rate decreased from 93.2% to 92.1%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><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) <input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

The district utilized the four-year graduation trend data from the Minnesota Report Card. The data is disaggregated by students who graduated, students who continue, and students who drop out.

Students are monitored weekly during PLCs with one PLC focused specifically on seniors working to graduate. The PLC follows attendance and credit completion. The PLC makes recommendations for credit recovery for those students who may not be on track for graduation. We have also started a CI/CO process in an ADSIS delivered course designed for students who may not be on track for graduation. Child study and CARE team are just a couple other ways in which we support students.

We continue to monitor our seniors and graduation rate. COVID will have an impact not only on this year but possibly next year’s rate as well.

Our Guidance Counselor carefully monitors the credit completion of students.

