



2016-17 World's Best Workforce Report Summary

District or Charter Name: Mesabi East School District

Grades Served: PK-12

Contact Person Name and Position: Gregg Allen, Superintendent

1. Stakeholder Engagement

1a. Annual Report

- The World's Best Workforce Plan is available on the Mesabi East School District Website at www.isd2711.org. The school district also published the WBWF in the Spring Newsletter.

1b. Annual Public Meeting

- The annual Meeting was held in the Robert L. Olson Conference Room on Monday, February 5, 2018 at 5:00 p.m.

1c. District Advisory Committee

District Advisory Committee Member	Role in District
Cindy Landwer	Teacher
Gail Esala	Teacher
Ashley Thiel	Teacher
Dave Janssen	School Guidance Counselor
Craig Sickle	Teacher
Kari Hunt	Staff Member/Community Member
Erik Erie	High School Principal/Community Member/Parent
Amy Maki	Elementary Principal
Gregg Allen	Superintendent/Community Member
Walt Hautala	School Board Member/Community Member
Bridget Rahja	Teacher
Ben Brunfelt	Student
Katy Olson	Student

2. Goals and Results

2a. 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 Oral Reading Fluency-Children’s Educational Services Reading Assessment will increase from 8% in the fall of 2016 to 20% in the winter of 2017 and 40% in the spring of 2017.</p>	<p>The reading proficiency for 2016-2017 increased from 8% to 15%, but didn’t increase enough to meet the spring goal as measured by the Oral Reading Fluency-Children’s Educational Services Reading Assessment.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The percentage of all students enrolled October 1 in grade 3 at Mesabi East Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 64.9% in 2016 to 70% in 2017 and increase to 74% in 2018.	Reading proficiency in 2016-2017 increased to 70% (69.9%) as measured by all state accountability tests (MCA,MTAS).	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>All student groups will meet reading and math proficiency targets that were set incrementally to meet the eventual goal to reduce the achievement gap by 50% in 2018.</p>	<p>The percentage of all students enrolled October 1 in grades 3-8, 10 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) were as follows:</p> <p>34.6% of students made low-growth 44.2% of students made medium-growth 21.2% of students made high-growth</p> <p>The percentage of all students enrolled October 1 in grades 3-8, 11 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) were as follows:</p> <p>36% of students made low-growth 44.9% of students made medium-growth 19% of students made high-growth</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>ACT Composite score will increase from 21 in 2015-16 to being above state average in 2016-17. (Mesabi East tested college ready students in 2014-15 and changed to testing all students in 2015-16.)</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Mesabi East’s composite score in 2016-17 was 20.2 (which was an increase over last year by 1.9). State score was 21.5.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>All student groups will meet established graduation targets that will put them on track to reach 97% by 2018.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Graduation rate (in 4 years) for all students was 83.3% in 2016 and for the white subgroup the graduation rate was 86.9% in 2016.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

1. Improve Reading scores by 6% as measured by the Spring 2017 MCA Results
2. Improve Math scores by 6% as measured by the Spring 2017 MCA Results
3. Improve Science scores by 9.3% as measured by the Spring 2017 MCA Results
4. Improve Graduation Rate by 3% by the end of school year 2017
5. Improve ACT scores in Math by 1% as measured by the ACT report of 2016-2017

District Reading:

The percentage of all students enrolled October 1 in grades 3-8, 10 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 56.3% in 2016 to 62.3% in 2017 and increase to 67.3% in 2018.

High School Reading:

The percentage of all students enrolled October 1 in grades 7, 8 and 10 at Mesabi East High School who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 43% in 2016 to 53% in 2017 and increase to 65% in 2018.

Elementary Reading

The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 66.5% in 2016 to 70.5% in 2017 and increase to 73.5% in 2018.

District Math:

The percentage of all students enrolled October 1 in grades 3-8, 11 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from 48.4% in 2016 to 54.4% in 2017 and increase to 60.4% in 2018.

High School Math:

The percentage of all students enrolled October 1 in grades 7, 8 and 11 at Mesabi East High School who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from 32.9 in 2016 to 40% in 2017 and increase to 48% in 2018.

Elementary Math

The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from 58.8% in 2016 to 62.8% in 2017 and increase to 68.8% in 2018.

4. Systems, Strategies and Support Category

4a. Students

Students at Mesabi East School District receive support through the following programs:

- Title 1 Program for Reading and Math
- Special Education Program PreK-12
- Giant Success for Reading and Math (K-12)
- Reading Corps (1st-3rd)
- ELL Program (English Language Learners) (K-12)
- Indian Education Program (K-12)
- iXL.com (Web Based Online Math and Reading Program to be used at School & at Home (K-6)
- ORF - CES (K-8)
- Credit Recovery (Night School 10-12)
- Summer School Option (K-12)
- After School Tutoring Program (7-12)
- Targeted Services (7&8)

Student assessment data is entered into a program called EdSpring that can disaggregate information by student, grade level, and by student groups. Elementary students will be assessed through a universal screening 3x's per year. Progress Monitoring will be done on a weekly basis.

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4b. Teachers and Principals

Teachers and principals at Mesabi East School District have Growth and Evaluation programs. Teachers are observed, evaluated and supported through both the Mesabi East Schools Teacher Collaborative, Growth and Evaluation Model and the Minnesota Quality Compensation Program. The Mesabi East Schools Teacher Collaborative, Growth and Evaluation Model is a modified version of the MDE's Teacher Collaboration, Growth, and Evaluation Model. Principals are evaluated by use of a program from the Minnesota Principal Assessment Services.

Teachers and principals meet weekly in Professional Learning Communities (PLC's). These meetings are used for continued improvement in instruction and professional practice.

The percentage of all students enrolled October 1 in grades 3-8, 10 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 56.3% in 2016 to 62.3% in 2017 and increase to 67.3% in 2018.

4c. District

The 2016-17 district focus for academic achievement as stated in the Q-Comp Plan was:

District Reading:

The percentage of all students enrolled October 1 in grades 3-8, 10 at Mesabi East who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 56.3% in 2016 to 62.3% in 2017 and increase to 67.3% in 2018.

Mesabi East School District provided staff development training in the following areas: Effective Instructional Strategies to be used in reading and math as well as implementing Technology into the classroom. In reading, teachers were trained on how to provide instruction using the English Language Arts Standards through a Balanced Literacy approach and SQ3R. In math, the teachers completed curriculum maps and were trained on how effectively use instructional strategies for learning.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether

low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

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 - 29%

Out-of-Field Teachers - 3%

Ineffective Teachers - 0%

The District has only one building for all students in PK-12 grade. Minority students and students of low income do not have segregated classroom teachers.