DEPARTMENT OF EDUCATION

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

District or Charter Name: Mountain Lake Public School District #173

Grades Served: K-12

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Title: Superintendent

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

X__ 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.

> The annual report is posted on the district website.
> http://home.mountainlake.k12.mn.us/district/worlds-best-workforce/

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.

> The annual report for Achievement and Integration is posted on the district website.
> http://home.mountainlake.k12.mn.us/district/worlds-best-workforce/

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.

> The public meeting for Mountain Lake School District concerning WBWF and A & I was held on November 18, 2019 at 5 p.m.

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)
Bill Strom	Superintendent	X
Michelle Larson	High School Principal	X
Jon Schwaegerl	Elementary Principal	X
Jessica Svehla	Teacher	
Julie Brugman	Community Resident	
Pam Osland	Support staff, parent	
Dave Bucklin	Board Member	X
Pam Hoek	Board Member, parent	X
Jody Lepp	Counselor	
Lois Herrig	Support staff	
Shawn Naas	Teacher, Parent	

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.

Mountain Lake Public School Narrative:

The district administration examines data from staff hiring, teaching assignments, evaluations, and observations.

Overall, students have equal access to experienced, effective, in-field teachers.
In the elementary, students in each grade are divided into 2 sections by gender, ethnicity, and SPED status.
In the high school, students are divided into 2 sections for general education core subjects. In most cases both sections are taught by the same teachers, so students have equal access.
The district follows an evaluation system to ensure teachers are effective in the their instruction.
Teachers new to the district are paired with a mentor for the first year.

Identified concerns:
District sought a fully licensed teacher for the English Learner program, but there were no applicants. The half-time position was filled with a Tier 1 teacher.
6 teachers (12% of teachers) have 3 or less years of teaching experience. The classes taught by these teachers have the same proportion of students of color and low income as all other classes.
Our teaching staff does not reflect the ethnic diversity of our enrolled students. When teacher positions are open, we advertise, but receive very few or no applications from people of color.
With non-certified staff positions, we do receive some applications from people of color and hire these applicants when they meet the qualifications.
In the high school, all certified staff participated in staff development addressing the needs of students of low income and students of color.

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.

<u>X</u>   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.

<u>X</u>   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
80% of students entering kindergarten will score 13 or greater on the fall Aimsweb letter name fluency assessment.	*57% of students entering kindergarten scored 13 or greater on the fall Aimsweb letter name fluency assessment.*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten

The district used the Aimsweb assessment. This assessment provides an accurate picture of the knowledge regarding letter naming and fluency of students entering kindergarten.

Strategies:
- Preschool screening for all students in the district starting at age 3.
- Discovery preschool run by the district with scholarships available for families meeting financial criteria.
- Head Start program is located in a district building provided at no charge.
- Monthly RTI for kindergarten students.
- EL services for kindergarten students.
- Schoolwide Title I program.
- School social worker works with families to promote participation in Discovery Preschool or Headstart.
- Daycare is housed in the elementary school building at no charge. Daycare staff works with school staff to promote school readiness.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Sixty-eight (68%) percent of Mountain Lake third grade students will score proficient on the Minnesota state assessments in Reading (MCA-III OR MTAS) in Spring 2019.	43.8% of Mountain Lake third grade students scored proficient on the Minnesota state assessments in Reading (MCA-III or MTAS).	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3

Reading Percent Proficient in Grade 3 MCA-III/MTAS		
	MLPS	*State*
2016	*71.4*	*57.7*
2017	*67.6*	*57*
2018	*74.2*	*56.2*
2019	*43.8*	*55.0*
Data source: Minnesota Report Card		

Narrative:

Students are regularly assessed and evaluated to inform instruction and to ensure their progress towards meeting state and local standards. Due to our small class sizes, our goal is based on our 4 year average of proficiency.
- *MCA scores are analyzed annually, disaggregated by race, free and reduced lunch status, SPED, and ELL.*
- *Percent of students in each category of Exceeds, Meets, Partially Meets, and Does Not Meet is closely monitored.*
- *Strategies used to increase proficiency in reading are:*
  - *Federal Title I*

- *Focus Activities (I Love to Read)*
- *Star Reading (gr 2-3)*
- *AimsWeb Benchmark and Progress Monitoring*
- *Monthly grade level RTI meetings K – 3*
- *Curriculum Review cycle*
- *Analysis of NWEA scores in fall and spring (K-3)*
- *English Learner Services*

Close the Achievement Gap(s) Between Student Groups

Goal #1	Result	Goal Status
On all accountability tests for reading in all grades tested, the gap between the percent proficient for white students and the percent proficient for Asian students will be reduced by 10% from 29.3 to 19.3.	*65.5% of white students were proficient on the reading accountability tests. 53.1% of Asian students were proficient. The gap is 12.4.*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __X Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

Reading	Mountain Lake District			State		
	Percent Proficient White	Percent Proficient Asian	Gap	Percent Proficient White	Percent Proficient Asian	Gap
2015	63.7	48.6	15.1	67.6	51.9	15.7
2016	60.9	47.1	13.8	67.9	53.7	14.2
2017	67.9	48.5	19.4	68.8	53.1	15.7
2018	67.8	38.5	29.3	68.5	54.6	13.9
2019	65.5	53.1	12.4	67.8	54.3	13.5
Data Source: Minnesota Dept. of Education Secure Reports						

Goal #2	Result	Goal Status
On all accountability tests for reading in all grades tested, the gap between the percent proficient for white students and the percent proficient for Hispanic students will be reduced by 2% from 15.1 to 13.1.	*65.5% of white students scored proficient on the reading accountability tests. 37% of Hispanic students scored proficient. This is a gap of 28.5%.*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

Reading	Mountain Lake District			State		
	Percent Proficient White	Percent Proficient Hispanic	Gap	Percent Proficient White	Percent Proficient Hispanic	Gap
2015	63.7	35.4	28.3	67.6	37	30.6
2016	60.9	40.4	20.5	67.9	38.2	29.7
2017	67.9	50	17.9	68.8	38.4	30.4
2018	67.8	52.7	15.1	68.5	38.5	30
2019	65.5	37.0	28.5	67.8	38.3	29.5
Data Source: Minnesota Dept. of Education Secure Reports						

Narrative:

Data used by the district for these goals are the MCA and MTAS.
Data is disaggregated by the race and grade level.
To develop strategies, additional data from NWEA, Pre-ACT, ACT, Aimsweb, and classroom grades are used.
Strategies include:
- *Local assessments in content areas*
- *I Love to Read (K-6)*
- *Title I services (K-6)*
- *Star Reading (2-6)*

- *Interventions - RTI, Additional support for reading and math (K-8)*
- *PLC meetings to review goals, progress, student data and needs (K-12)*
- *Social worker (K-12)*
- *School Counselor (7-12)*
- *Study skills unit in grade 7*
- *ICU (grades 7-8)*
- *EL Services (K-12)*
- *Access Time (7-12)*
- *After school tutoring (grades 9-12)*
- *Professional Development (K-12) addressing culture and poverty*

Our strategies have been implemented with fidelity.
We met one goal, but not both. The district will continue efforts to close the gap during the 2019-2020 school year. Additional strategies will be considered.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
By 2019-2020 Mountain Lake Public School will implement a postsecondary pathways curriculum.	*School staff examined curriculums and selected the Get Ready Curriculum for grades 7-9. This will be implemented in the 2019-2020 school year.*	***Check one of the following:*** _X_ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

Narrative:

Mountain Lake Public School recognized that a postsecondary pathways curriculum was needed to supplement career exploration activities in grades 7-12. The school counselor researched the Get Ready curriculum offered through a grant by the MN Office of Higher Education. The Get Ready postsecondary pathways curriculum is offered to school districts that have low-income students and are communities of color. The school counselor and high school principal completed the application to the MN Office of Higher Education. MLPS was chosen to participate in the curriculum.

As part of the grant, support will be given by the MN Office of Higher Education. In August of 2019, three staff members were trained to implement the Get Ready curriculum in grades 7-9. A MN Office of Higher Education staff member has been assigned to provide support and training during the process of curriculum implementation.

All Students Graduate

Goal	Result	Goal Status
The 4 year average graduation rate for Mountain Lake High School will increase from 95.5% (years 2014-2017) to 96.5% (years 2015-2018).	*The 4 year average (years 2015-2018) graduation rate is 97.95% .*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) X__ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12

4 Year Graduation Rates **Percent in the class of X** **and graduating in X**		
	MLHS	**Statewide**
2014	90.2	81.4
2015	94.4	82.1
2016	100	82.5
2017	97.4	82.7
2018	100	83.2
Data Source: MDE Minnesota Report Card		

Narrative:

Preventing students from dropping out of school and increasing our graduation is a priority for the district.   While our district's graduation rate is above the statewide rate, we set a goal of increasing our average by 1%.

The key components to preventing dropouts and increasing our graduation rate are:

- Weekly monitoring of students in grades 9-12 earning D's or F's
- Established truancy program
- Implementation of attendance plans for students with attendance issues
- Credit checks and counseling by school counselor
- Credit recovery courses offered in neighboring ALC with transportation provided by the district
- Professional development for instructional staff
- Access Time program for students to have access to staff and computers after hours
- Staff Development regarding working with students of color and poverty

The effects of these components are measured by data collected along with feedback from students and staff.

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.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Reading Goal: Reduce achievement gap percentage in district wide reading (MCA) between Non-FRPL and FRPL from 7.4% in June 2016 to 5.0% in June 2020.	Check one of the following: __ Achievement Goal _X_ Integration Goal	Baseline starting point: June 2016 7.4%	June 2016-17: 0.73% (on track) June 2017-18: 14.36% (not on track) June 2018-19: 11.5% (not on track)	Check **one** of the following: __ On Track __X Not on Track __ Goal Met

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?

Data used to identify the needs are from the Minnesota report card. Student demographics and MCA test data along with Minnesota student survey data.

The data was disaggregated according to Not Eligible for Free/Reduced Price Meals compared to Eligible for Free/Reduced Price Meals.

Strategies in place to support this are include:

- Hire and train highly qualified teachers and paraprofessionals
- lower class size
- utilize title 1 and special education programs

We reduced Title 1 services because of federal reductions in funding. This may be having an effect on our progress.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Math Goal: Reduce achievement gap percentage in district wide math (MCA) between nonFRPL and FRPL from 5.4% in June 2015-2016 to 5.0% by June 2020	Check one of the following: __ Achievement Goal _X_ Integration Goal	Baseline starting point: June 2015-16: 5.4%	June 2016-17: 7.71% (not on track) June 2017-2018: 12.19% (not on track) June 2018-2019: 9.1% (not on track)	Check **one** of the following: __ On Track _X_ Not on Track __ Goal Met

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?

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Data used to identify the needs are from the Minnesota report card. Student demographics and MCA test data along with Minnesota student survey data.

The data was disaggregated according to Not Eligible for Free/Reduced Price Meals compared to Eligible for Free/Reduced Price Meals.

Strategies in place to support this are include:

- Hire and train highly qualified teachers and paraprofessionals
- lower class size
- utilize title 1 and special education programs

We reduced Title 1 services because of federal reductions in funding. This may be having an effect on our progress.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Two scheduled "Integration Activities" were attended by students from Mountain Lake, Windom, and Jackson school districts.

1. Kindness Retreat: comprised of 4th graders from each district. High school students from each district served as student leaders. Goal: foster positive relationships between students at earlier age/grade level. Attendance: 10 4th grade sections: 20-24 students per section (2 sections from Mountain Lake, 4 sections from Windom, 4 sections from Jackson County Central). Eighty-nine percent (89%) of the Mountain Lake 4th graders "recommend the kindness retreat for other students."

2. Science and Technology Camp. Designed for students in grades 6-9 from each participating school district.

   a. Students in grades 4 and 5 from Mountain Lake, Windom, and Jackson attended a science and technology camp held at Jackson County Central public school.   Attendance: 15 students from Mountain Lake (10 female, 5 male, 9 non-white, 6 white).
   b. Students in grades 6 and 7 attended a science and technology camp held at the Mountain Lake Public School.   Attendance: 14 students total; 3 from Windom, 2 from Jackson, 9 from MLPS; 7 male, 7 female; 5 non-white, 9 white.
   c. Students in grades 8 and 9 attend a technology camp to be held at the Windom Area public school. Attendance: This program was not implemented for the 18-19 school year.

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met

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?

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met

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?

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.