

# Chisholm School District School Board Meeting Agenda

Monday, November 28, 2022 at 4:30 PM  
WBWF Special Meeting  
Chisholm School Board Room

I. Determination of Quorum and Call to Order	
II. Recognition of Guests and Visitors	
III. Approve Agenda	
IV. Action Agenda	
A. Motion to approve World's Best Workforce Report.	2
<b>Attachments:</b>	
WBWF 2022/23	2
V. Adjourn	



## 2022-23 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:**

**Grades Served:**WBWF Contact: Adrian Norman

Title: Superintendent

Phone: 218-254-5266

Email: [anorman@chisholm.k12.mn.us](mailto:anorman@chisholm.k12.mn.us)

Did you have an MDE approved Achievement and Integration plan implemented in the 2022-23 school year?

Yes

No

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2022-23 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.

## Part A: Required for All Districts

### 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.*
- *chisholm.k12.mn.us*

### 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.

- *November 28, 2022 School Board Meeting*

### 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 2022-23 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)
Adrian Norman	Superintendent	x
Mark Morrison	Principal	X
Karla Winter	Principal	X
Danielle Randa-Sauter	School Board Member	X
Shannon Kishel-Roche	Parent/Community	X
Tom Pascuzzi	Parent	X
Mark Wangenstein	Parent	X
Chaz Wagner	Indian Ed	X
Pastor Dan Erickson	Community	X
Teresa Allen	Teacher	X
Jennifer Fleming	Teacher	X
Robbi Albert	Teacher	X

## 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.

*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.*
  - o *How did the district examine equitable access data? What data did you look at? How frequently do you review the data? **The district team looked at the composition of staff within the district.***
  - o *Who was included in conversations to review equitable access data? **The district has a committee that meets to look at the data for the World’s Best Workforce and curriculum for the district.***
  - o *What equitable access gaps has the district found? **Chisholm Public Schools has a small minority population. None of the sub-groups make up enough in numbers to be considered a sub-group for MDE.***
  - o *What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? **The district advertises its openings on state websites such as edpost, Indeed, and the school district website.***
  - o *What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **The district will continue to monitor the data and seek ways to eliminate the gaps as they occur.***

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. Limit your response to 400 words.
- o Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? **The African American racial group is not represented in our licensed teaching staff. Also our Native American student numbers are increasing and we do not have licensed staff that represents that group. We do have an Indian Education Advocate 10 hours per week.**
  - o How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? **We would need to add 2 teachers.**
  - o What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? **The location of the school, and lack of access to regional colleges that are focused on educational studies.**
  - o 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? **The district actively places job postings on state web-sites. It also posts in urban newspapers such as Duluth.**

## 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 2022-23 WBWF summary report submission, please check the boxes 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>Provide the established SMART goal for the 2022-2023 school year.</p> <p><i>In the fall 2023, letter sounds will increase from 12% to 17%, letter names from 27% to 32%, concepts of print from 8% to 13%, and onset sounds from 2% to 7% as measured by STAR early literacy.</i></p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p>Chisholm Public Schools will monitor and track their ECFE programs for effectiveness through entrance data into our Kindergarten programs.</p> <p>ESGI is the testing service we use to evaluate standards aligned Kindergarten knowledge and skills</p> <p>We switched to STAR data instead of ESGI. The data gives us the following information.</p> <p><b>STAR Data (49 students)</b></p> <p>Letter Sounds 12%</p> <p>Letter Names 27%</p> <p>Concepts of Print 8%</p> <p>Onset Sounds 2%</p> <p>Alphabet principal- 18%</p> <p>Phonemic Awareness- 0%</p> <p>Phonics 0%</p> <p>Structural Analysis 0%</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)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one year goal)</p> <p><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)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

*Narrative is required. 200-word limit.*

Chisholm Public Schools have pre-k programs through ECFE to support school readiness for ages 3 ½ - 4 old students. ECFE also provides classes for parents and children Birth - 5 years old. These programs are designed to have “all students ready for school”

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **STAR Early Literacy. The data is disaggregated by grade level groups, ethnicity, free and reduced, Title, Special Education students, and gender.**
- What strategies are in place to support this goal area? **Phonics system (SONDAY) will be used for systematic and explicit teaching. This is a research based phonics system. It aligns with Orton-Gillingham instruction. Early childhood is in their 4th year of Pyramid training to enhance social-emotional learning in all of our Pre-K classrooms. Emphasis on family and community outreach and engagement for early childhood starting at age 3. Following Teaching Strategies objectives in all areas of learning to ensure accuracy in program planning and implementation. Use of Second Step program to build stronger communities and support inclusive learning.**
- How well are you implementing your strategies? **The system and strategies will be monitored by walk-throughs and lesson planning. Teachers will receive professional development.**
- How do you know whether it is or is not helping you make progress toward your goal? **Weekly mastery checks and STAR benchmark testing, which is four times per year. Data days help us disaggregate the data and make changes based on student needs.**

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 school year.</p> <p><b>In the fall of 2022, 44% (20 students) of Third graders met fall literacy benchmarks as measured by STAR reading assessment. In Spring of 2023, we will increase the percent of students meeting third grade benchmark assessments by 9% percentage points to 55%. (25 students)</b></p>	<p>Provide the result for the 2021-22 school year that directly ties back to the established goal.</p> <p>The percentage of ALL students in grades 3 who meet the enrollment criteria under the North Star Accountability System in Chisholm Vaughn/Steffensrud PK-3 building who earn achievement levels of Exceeds or meets the Standards on the Reading Minnesota Comprehensive Assessment will increase from 57.1% in 2021 to 75% in 2022.</p> <p><b>Chisholm Schools 2022 MCA Reading proficiency for students in grade 3 decreased from 57.1% in 2021 to 44.9% in 2022.</b></p> <p><i>**2021-2022 Results</i></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)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one year goal)</p> <p><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)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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*Narrative is required. 200-word limit. Progress monitoring through assessments and student outcomes are ongoing*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **STAR Early Literacy. The data is disaggregated by grade level groups, ethnicity, free and reduced, Title, Special Education students, and gender. .***
- *What strategies are in place to support this goal area? Reading intervention and reading block 90 minutes daily. Title I smaller intervention groups 1-3 student **Phonics system (SONDAY) will be used for systematic and explicit teaching. This is a research based phonics system. It aligns with Orton-Gillingham instruction. Build strong Tier I instruction K-3 by focusing on essential standards, using common resources/assessments and data to drive instructional decisions. Create plans for students that are not meeting benchmarks by using research based interventions, progress monitoring and ongoing Tier 1 and Tier 2 meetings to look at data to ensure student growth.***
- *How well are you implementing your strategies? **The system and strategies will be monitored by walk-throughs and lesson planning. Teachers will receive professional development.***
- *How do you know whether it is or is not helping you make progress toward your goal? **Weekly mastery checks and STAR benchmark testing, which is four times per year. Data days help us disaggregate the data and make changes based on student needs.***

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2022-23 school year.</i></p> <p><b>The percentage of ALL students enrolled in grades 3-8 and 10 at Chisholm Public Schools who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA will increase from 40.6% in 2022 to 50% in 2023.</b></p> <p><b>The percentage of ALL students enrolled in grades 3-8 and 10 at Chisholm Public Schools who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA and who meet the requirement of Free and Reduced and/or Special Education will increase by 5% in 2023.</b></p> <p><b>The percentage of ALL students enrolled in grades 3-8 and 10 at Chisholm Public Schools who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Math MCA will increase from 28.0% in 2021 to 40% in 2023.</b></p> <p><b>The percentage of ALL students enrolled in grades 3-8 and 10 at Chisholm Public Schools who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Math MCA and who meet the requirement of Free and Reduced and/or Special Education will increase by 5% in 2023.</b></p>	<p><i>Provide the result for the 2021-22 school year that directly ties back to the established goal.</i></p> <p><b>Chisholm Schools 2022 MCA Reading proficiency for ALL students decreased from 46.2% in 2021 to 40.6% in 2022. Chisholm performed below the State Proficiency level of 51.1% in reading. This goal was not met.</b></p> <p><b>**2021-2022 Results</b></p> <p><b>Chisholm District <u>Free &amp; Reduced</u> 2022 MCA Reading proficiency decreased from 36.4% in 2021 to 35.8% in 2022.</b></p> <p><b>Chisholm District <u>Special Education</u> 2022 MCA Reading proficiency decreased from 26.9% in 2021 to 19.0% 2022. This goal was not met.</b></p> <p><b>**2021-2022 Results</b></p> <p><b>Chisholm Schools 2022 MCA Math proficiency for ALL students decreased from 36.5% in 2021 to 28.0% in 2022. Chisholm performed below the State Proficiency level of 44.8% in math.</b></p> <p><b>**2021-2022 Results</b></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)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>
<p><b>The percentage of ALL students enrolled in grades 3-8 and 10 at Chisholm Public Schools who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Math MCA and who meet the requirement of Free and Reduced and/or Special Education will increase by 5% in 2023.</b></p>	<p><b>Chisholm District <u>Free/Reduced</u> 2022 Math Proficiency decreased from 36.5% in 2021 to 21.4% in 2022.</b></p> <p><b>Chisholm District <u>Special Education</u> 2019 Math Proficiency decreased from 22.2% in 2021 to 12.8% in 2022. This goal was not met.</b></p> <p><b>**2021-2022 Results</b></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? Professional Development*
- *How well are you implementing your strategies? year one implementation*
- *How do you know whether it is or is not helping you make progress toward your goal?*

*The data used are comparisons of achievement on the MCA reading and math MCA results for the Free & Reduced and Special Education.*

*Strategies:*

- Standards based instruction aligned to Minnesota State Standards.*
- STAR testing to monitor and create increased baseline numbers.*
- Professional Development.*
- Special Education supplemental materials*

*Implementation:*

- Increase student participation in MCA Reading and Math.*
- Reduce test refusals from families, by sending home the MDE's MCA Q&A for Parents.*

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2022-23 school year.</i></p> <p>The percentage of Chisholm Public School students in grade 8 who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standard on the Math MCA will increase 5%. *Same rising goal for 22-23</p> <p>The percentage of Chisholm Public School students in grade 11 who meet the enrollment criteria under North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standard on the Math MCA will increase by 5%. *Same rising goal for 22-23</p>	<p><i>Provide the result for the 2021-22 school year that directly ties back to the established goal.</i></p> <p>Due to Covid, test data sample size was insignificant. New data needed</p> <p><b>***NEW scores to show results needed after the 2022 testing window.</b></p> <p>22' Results for 8th Grade Math are (61 students):</p> <ul style="list-style-type: none"> <li>● 52% Do not Meet</li> <li>● 42% Partially Meet</li> <li>● 7% Meet</li> </ul> <p>22' Results for 11th Grade Math are (34 students):</p> <ul style="list-style-type: none"> <li>● 65% Do not Meet</li> <li>● 26% Partially Meet</li> <li>● 9% Meet</li> </ul>	<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)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one year goal)</p> <p><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)</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?*
- *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 was assumed based on 8th and 11th grade MCA math testing results. Data was disaggregated based on grade level MCA assessments in Math for 8 and 11. Focus areas of Special Education and free & reduced lunch students*

*Creating work based credit programs and community connections for work experiences.*

*Community business coops for career planning.*

*College and Career Fairs revived*

*College In The Schools (CITS) classes offered for college credits.*

*Ramp-up to Readiness curriculum.*

*Implementation:*

*Implementing new programs and reviving old programs since covid are in year two phases.*

*Taught with fidelity.*

*Progress is demonstrated with increasing testing scores as well as students achieving related employment fields and receiving college credits for courses mastered.*

## All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2022-23 school year.</i></p> <p>According to MDE’s Four Year Graduation Rate calculations, the four-year graduation rate for Chisholm School District will increase from 89.6% in 2020 to 95% in 2021-2022 school year. 43 total graduated students in 2020.</p> <p>2022-2023 - School year.</p> <p>*increase graduation rates by 3% in the 22-23 school year with a graduation date of 2023.</p> <p>For the 2022-23 school year we have 43 current seniors. The 2022 Graduation rate has not yet been posted to the MDE website. 2021 was at a low of 77.1% seniors graduating. For the 2023 Graduation we have a goal of increasing the graduation rate by 3%.</p>	<p><i>Provide the result for the 2021-2022 school year that directly ties back to the established goal.</i></p> <p>Chisholm Public School Graduation Rate increased in 2019 from 83.3% to 89.6%</p> <p>2022-2023</p> <p><i>*Waiting for State data to be confirmed.</i></p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> <b><i>Goal Not Met (one year goal)</i></b></p> <p><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)</p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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? 43 graduated, 1 student is continuing, 3 students dropped out, and one is unknown Reduce local drop out rates within our district campus, with the additional counseling service and check and connect focuses on students who need interventions.*
- *What strategies are in place to support this goal area? Working with the NLC for credit recovery options for students and also running summer school programs. Credit recovery programs will continue with night school, summer school, and Northland Learning Center programming.*
- *How well are you implementing your strategies? with fidelity The strategies are being used completely, and review of at risk students happens weekly.*
- *How do you know whether it is or is not helping you make progress toward your goal? annual assess the data Review of data as it is updated on the state websites, looking at local student gains/goals criteria.*