# 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

4018-07 Achieve Language Academy

### Grades Served

### Please check all that apply:

Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade

**WBWF Contact Information**

### WBWF Contact Name

Erin Giebink

**WBWF Contact Title**

Compliance, Data, & Policy Director

**WBWF Contact Phone Number**

(651) 583-6326

**WBWF Contact Email**

egiebink@achievemn.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://a585fd63-1478-4a8a-b208-
96becabb8426.filesusr.com/ugd/b95b8a_6e54d374415e420fa8477e70483eb2d6.pdf

**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.  Report on this measure for the 2019-2020 school year.

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.**

12/17/2019

**World's Best Workforce**

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# 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.

## 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**

Ka Yang

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sarah York

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Jackie Christian

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Amy Petschauer

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Andrea Wenker

**Role in District**

Staff

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Kate Snavley

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Beth Brandt

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

 Jill Tourville

**Role in District**

 Teacher

**Part of Achievement and Integration Leadership Team?**

 No

**First and Last Name**

 Shaun Evans

**Role in District**

 Teacher

**Part of Achievement and Integration Leadership Team?**

 No

**First and Last Name**

 Kathy Oelze

**Role in District**

 Social Worker/SPED

**Part of Achievement and Integration Leadership Team?**

 No

**First and Last Name**

 Renee Schley

**Role in District**

 Staff/Admin

**Part of Achievement and Integration Leadership Team?**

 No

**First and Last Name**

 Andrea Halverson

**Role in District**

 Principal

**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)

The majority of students at Achieve Language Academy have access to licensed, experienced teachers. 82.05% of our teaching staff has at least 3 years of teaching experience, which is higher than the state average for high-poverty school districts (78.69%). 94.83% of our teachers are licensed, compared to 93.83% in the state for high-poverty schools. Achieve tracks our percentage of teachers who are experienced and licensed in their subject area annually. We also monitor the demographics of our students, including ethnicity and FRL status on an ongoing basis. Most students that Achieve Language Academy serves identify as an ethnic minority, and a majority qualify for free- or reduced-lunch programs, so it is part of our programming to ensure that every professional development and orientation topic addresses how to engage all students, including minority and low-income students. Participants in conversations about staff and student demographics included administrators, board members, social workers, and special education staff.

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)**

In order to ensure students have equitable access to experienced, licensed teachers, Achieve Language Academy focuses our hiring process on finding teachers who are licensed in their content areas, are experienced, as well as teachers of color who reflect the demographic makeup of our student body. We work with teachers through annual evaluations to continually improve our programming. Achieve Language Academy has a goal to have a teaching staff of 100% licensed and experienced teachers to ensure that every student, regardless of their grade, FRL status, or ethnicity has access to high-quality teachers, eliminating any potential equity gaps. Another goal is to establish an academic committee that includes parents, teachers, and administrators to evaluate curriculum and programming for all students.

**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)**

Most of the teaching staff at Achieve Language Academy is white (90.7%), while only 9.2% of our student population is white. During the 2019-2020 school year, Achieve had no Hispanic/Latino teachers, three Asian teachers (6.98%), and one Black/African-American teacher (2.33%), though those three groups make up roughly 87% of our student population. To match the demographics of our student population, we would need to hire approximately 3 more Black/African American teachers, 13 more Asian-American teachers, and 19 Hispanic or Latino teachers.

**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)**

We have been able to hire staff members of color for non-teaching positions, including educational assistants, and office/administrative staff, but hiring teachers of color has been difficult. In the past we have partnered with teacher education programs to support internships and recruit teachers of color for potential permanent positions. One goal Achieve Language Academy has is to continue to explore relationships with local teacher education programs to identify new candidates of color who may be finishing their programs and looking for positions. Another goal area is encouraging our non-teaching staff of color to pursue teacher education programs with the hope of retaining them as teaching staff upon their completion, allowing us to grow our own candidates from within who understand our program.

# 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.

From 2015-2020, at least 60% of kindergarten students will meet their growth targets on the NWEA assessments in math and reading and/or the school will improve the average proficiency rate by at least 10 percentage points over its baseline score.

## 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."

As of 2019, the average percentage of students meeting their growth goals is 57.69% (math) and 49.13% (reading). The baseline scores have improved by approximately 20 percentage points in both reading and math. Unable to update for 2020 due to COVID-19.

## Goal Status

### Check one of the following:

On Track (multi-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)

Kindergarten lays the foundation for all future learning, so achieving reading and math growth goals at this early stage is important to set students up for success. Our authorizer goal requires for 60% of our students to meet their goals over a 5 year average (currently at 57.69% Math, and 49.13% reading) or improve from our baseline scores by at least 10%. We have improved our baseline scores by as much as 50% over earlier years, so now our goal is to maintain what we are doing so we continue to see annual scores over 75%. Unable to update with 2019-2020 scores due to COVID-19.

### 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.

For 2015-2020, students in grades 3-8 will have a proficiency rate that exceeds the state averageand/ or improves by at least 10 percentage points from the baseline score.

## 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."**

By 2019, the average proficiency was 46.27% compared to the state proficiency average rate of 60.67%. The current average is approximately equal to the baseline score (46.21%). Unable to update for 2020 due to COVID-19.

## Goal Status

**Check one of the following:**

Not On Track (multi-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)**

The reading proficiency for grades 3-8 has remained relatively stagnant over the past 5 years, ranging from a low of 45.11% proficient to a high of 48.03% proficient. In 2018-2019, we purchased a new reading curriculum for grades K-3 and will implement a new curriculum for grades 4-8 in 2019. Students who are identified for support receive Tier II reading interventions. Academic support teachers also provide additional support for students identified as qualifying for Title I and EL support. Once the new curriculum is introduced, the need for Tier II and Tier III interventions will be reassessed. Unable to update with 2019-2020 numbers due to COVID-19.

## 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.**

For 2015-2020, students receiving F&R lunch will have a higher proficiency rate in reading and math than the state average for F&R population and/or will improve from the baseline score by at least 10 percentage points.

## 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."**

Students from low income families at Achieve have an average proficiency rate of 42.31% compared to a state average of 40.43% (math). In reading, Achieve's average proficiency rate is 45.54% compared to the state average of 41.64%.

## Goal Status

**Check one of the following:**

On Track (multi-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)**

Students at Achieve were more proficient than their statewide peers for both F&R and EL groups, but did not beat the state average by 10 percentage points in all categories consistently. The F&R group's scores are not significantly different from the student population as a whole, while the EL group performs 12% (math) and 25% (reading)below the student population as a whole. Currently, our EL students receive in class support in guided groups and newcomers receive additional support. Unable to update with 2019-2020 numbers due to COVID-19.

## 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.**

For 2015-2020, students identified for EL support will exceed the state average for EL students and/or will improve from the baseline score by at least 10 percentage points.

## 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."**

English learners at Achieve sccored 31.36% proficient (math) in FY19 compared to the state 18.98% (math). In reading students scored 21.19% proficient compared to 14.54% for the state (reading).

## Goal Status

**Check one of the following:**

On Track (multi-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)**

Students at Achieve were more proficient than their statewide peers for both F&R and EL groups, but did not beat the state average by 10 percentage points in all categories consistently. The F&R group's scores are not significantly different from the student population as a whole, while the EL group performs 12% (math) and 25% (reading)below the student population as a whole. Currently, our EL students receive in class support in guided groups and newcomers receive additional support. Unable to update with 2019-2020 numbers due to COVID-19.

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

No

# All Students Career- and College-Ready by Graduation

### Goal

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

For 2015-2020, students will achieve a combined growth of 120-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.

### 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."**

As of 2019, the average score for math was 124.66% and 118.46% for reading. The goal was met for math but not for reading, so the goal is partially met. The school is on track for meeting the goal.

### Goal Status

**Check one of the following:**

On Track (multi-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)**

• The scores for math are on track to meet the goal with one year of the goal remaining. The reading goal is slightly below the expectation. In 2018-2019, we purchased a new reading curriculum for grades K-3 and will implement a new curriculum for grades 4-8 in 2019. Students who are identified for support receive Tier II reading interventions. Academic support teachers also provide additional support for students identified as qualifying for Title I and EL support. Once the new curriculum is introduced, the need for Tier II and Tier III interventions will be reassessed. Unable to update with 2019-2020 numbers due to COVID-19.

**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?**

No

**Goal**

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

**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."**

**Goal Status**

**Check one of the following:**

**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)**

**Thank You!**

**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=1608049233_5fd8e251663342.25418076&sg_navigate=start**