



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

District or Charter Name: Achieve Language Academy

Grades Served: PreK-8

WBWF Contact: Keith Lester

Title: Executive Director

Phone: 651-738-4875

Email: klester@achievemn.org

A and I Contact:

Title:

Phone:

Email:

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

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.

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.
 - <https://www.achievemn.org/reports-plans>
- Provide the direct website link to the A&I materials

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.

- December 17, 2019

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)
Keith Lester	Executive Director	
Kathy Oelze	Social Worker/SPED Coordinator	
Kris Leverty	Curriculum & Assessment/DAC	
Marlene Sorenson	Literacy/RTI	
Casey Seeling	Kindergarten teacher	
Ka Yang	1 st Grade Teacher	
Cindy Videen	3 rd Grade Teacher	
Emily Tinawi	6 th Grade Teacher/Board Member	
Allen Chapdelaine	PE Teacher	
Patricia Forestal-Ortiz	Parent/Board Member	

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.

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.
 - 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?
 - What equitable access gaps has the district found?
 - What are the root causes contributing to your equitable access gaps?
 - 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?

Students at Achieve have access to licensed teachers with experience. 85.71%.of our teaching staff has at least 3 years of teaching, which is higher than the state average for high-poverty school districts (79.08%) and for high populations of students of color (80.62%). 100% of our teachers are licensed, compared to 86.31% in the state for high-poverty schools and 89.39% for high populations of color. Our hiring process prioritizes finding teachers who are licensed in their content areas as well as teachers of color who reflect the demographic makeup of our student body.

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.
 - 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?
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian 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?

Most of the teaching staff at ALA is white (91.89%), while only 10.07% of our student population is white. We currently have no Hispanic/Latino or Black/African-American teachers, though those two groups make up roughly 54% of our population. To match the demographics of our student population, we would need to hire approximately 4 more Black/African American teachers, 7 more Asian-American teachers, and approximately 15 Hispanic or Latino teachers. We have been able to hire staff members of color for other non-teaching positions, but hiring teachers of color has been

difficult. We have offered higher salaries or signing bonuses to teachers of color to entice them to work at our school. We also need to explore relationships with local colleges to try to find new candidates of color who may be finishing their programs and looking for positions.

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.

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

Goal	Result	Goal Status
<i>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.</i>	<i>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.</i>	<p>Check one of the following:</p> <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

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?

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%.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>For 2015-2020, students in grades 3-8 will have a proficiency rate that exceeds the state average and/ or improves by at least 10 percentage points from the baseline score.</i></p>	<p><i>By 2019, the average proficiency was 46.27% compared to the state proficiency average rate of 60.67%.</i></p> <p><i>The current average is approximately equal to the baseline score (46.21%)</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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 type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</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?

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.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>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.</i></p> <p><i>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.</i></p>	<p><i>Students from low income families at Achieve have an average proficiency rate of 42.31% compared to a state average of 40.43% (math).</i></p> <p><i>In reading, Achieve's average proficiency rate is 45.54% compared to the state average of 41.64%.</i></p> <p><i>English learners at Achieve scored 31.36% proficient (math) in FY19 compared to the state 18.98% (math).</i></p> <p><i>In reading students scored 21.19% proficient compared to 14.54% for the state (reading).</i></p>	<p>Check one of the following:</p> <p><input checked="" 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 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?

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.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>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.</i></p>	<p><i>As of 2019, the average score for math was 124.66% and 118.46% for reading.</i></p> <p><i>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.</i></p>	<p>Check one of the following:</p> <p><input checked="" 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 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?

- 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.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p>	<p>Check one of the following:</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 type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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?

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?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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.

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:

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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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.