

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

## Report Instructions and Information

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### Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

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, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at [jeanne.redfield@state.mn.us](mailto:jeanne.redfield@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

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### District or Charter Name

Minnesota Excellence in Learning Academy

### Grades Served

### Please check all that apply:

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

### WBWF Contact Information

#### WBWF Contact Name

Danielle Fields

#### WBWF Contact Title

Executive Director

**WBWF Contact Phone Number**

763-205-4396

**WBWF Contact Email**

ddfields@distinctiveschools.org

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

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

**Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?**

No

**Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?****A&I Contact Name****A&I Contact Title****A&I Contact Phone Number****A&I Contact Email****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 link to the district's WBWF annual report and A&I materials.**

**Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.**

<http://www.mnela.org/resources.html>

**Provide the direct website hyperlink 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.

**Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.**

December 12, 2019

**World's Best Workforce**

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## 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.



## 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)

Roughly 98% of our students are students of color and 92% of our students receive free and reduced lunch. Roughly 15% receive SPED services and another 15% receive English Language services. All of our teachers are licensed teachers.

We utilize MAPP data (3 x a year) ACCESS testing (1x a year), and MCA (1x a year) to gauge growth of students.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

Only about 30% of our students are proficient in all areas of the MCA's. We believe the root cause is of this is curriculum. In the 2019-2020 school year we have adopted the Groves Framework to Literacy which research has shown that students make about 2 years growth in 1 academic year. Additionally we are doing a slow roll out of Lucy Calkins writing, starting in K and adding an additional grade every year. In the 2020-2021 school year we are hoping to adopt the Bridges math curriculum. Starting the 2019-2020 school year we have a partnership with the University of Minnesota Biological Sciences Dept to slowly roll out an inquiry based instruction which includes intensive training for our teachers.

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)

Equitable Access to Experienced, Effective, and In-Field Teachers

Admin, School Board, and Teacher Leadership team is included in the conversations to review equitable access data yearly.

80% of admin staff is comprised of diverse professionals

31.6% of teachers are diverse professionals

70% of paraprofessionals are diverse professionals

% of diverse staff is higher than most schools. We would like to continue this trend. Part of this recruitment process is preferred hiring of employees who have experience working with diverse populations. Word of mouth of our school also attracts diverse employees that represent our student body.

**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?

**Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.**

**(200 word limit)**

Our student demographics are Black, Hispanic/Latino, and White. We have teachers that represent all of our students. Additionally we have staff that are Asian even though we currently do not have any Asian students. With that being said, I would like to increase our % of staff of color.

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

**(200 word limit)**

We don't have many teachers of color that are licensed teachers applying for jobs in our school.

**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 are posting through multiple venues with in-state job boards. We are also posting through handshake which connects us to universities across the nation to garner a wider application pool.

## **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.**

**Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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 2018-19 school year.**

75% of all PreK students will be at the Fall Baseline on the Kindergarten Assessment.

#### Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

95% of all PreK students were at the Fall Baseline on the Kindergarten Assessment.

#### Goal Status

**Check one of the following:**

Goal Met (one 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

TS Gold was used as an indicator as we use this as our PreK-2 grade reporting system.

**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 2018-19 school year.**

The percentage of each student enrolled October 1 in grades 3- 5 at Minnesota Excellence in Learning Academy who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 27.8% in 2018 to 37.8% in 2019.

## Result

**Provide the result for the 2018-19 school year that directly ties back to the established goal.**

26.0% of all students who took the Reading MCA were proficient.

## Goal Status

**Check one of the following:**

Goal Not Met (one 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(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?

o 96% of our students are students of color, 15.8 % are English Language Learners, 8.1% receive special education services, 93.7% receive Free and Reduced Lunch, and 3.2% are homeless. 2018 MCA results were used to calculate this goal.

↗ What strategies are in place to support this goal area?

o MELA has created a 3 year improvement plan. Year 1) SEL Focus. (Zones of Regulation, Second Step, Behavior Interventionists) Year 2) Literacy (Horizontal & Vertical Alignment of Standards Based Instruction. Streamlined Guided Reading Across All Grades

**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 2018-19 school year.**

NA

## Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

NA

## 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

(Narrative is required. 200 word limit)

N/A

**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 2018-19 school year.

The percentage of each student enrolled October 1 in grades 3- 5 at Minnesota Excellence in Learning Academy who are proficient on all math state accountability tests (MCA-III, MTAS) will increase from 25.4% in 2018 to 35.4% in 2019.

### Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

24.7% of all students who took the Math MCA's were proficient or advanced.

### Goal Status

Check one of the following:

Goal Not Met (one 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

MCA is the test that was used to determine progress.

During the 2020-2021 school year we will be implementing a Math Curriculum, Bridges. At that point we will be able to collect comparative data to see if it is effective.

## 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 2018-19 school year.

## Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

## 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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?**

**(Narrative is required. 200 word limit)**

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

**Thank You!**

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**Thank you for completing the 2018-19 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, 2019.**

**[http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1575495086\\_5de825ae18e307.68700056&sg\\_navigate=start](http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1575495086_5de825ae18e307.68700056&sg_navigate=start)**