

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

Report Instructions and Information

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 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

Rosemount/Apple Valley/Eagan

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Steve Troen

WBWF Contact Title

Director of Teaching and Learning

WBWF Contact Phone Number

651-423-7884

WBWF Contact Email

steven.troen@district196.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?

Yes

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

Yes

A&I Contact Name

Robin Gordon

A&I Contact Title

Equity and Inclusion Coordinator

A&I Contact Phone Number

651-423-7914

A&I Contact Email

robin.gordon@district196.org

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.

<https://www.district196.org/about/strategic-plan>

Provide the direct website hyperlink to the A&I materials.

<https://www.district196.org/about/strategic-plan>

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 9, 2019

World's Best Workforce

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. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Craig Angrimson	Board Member	
District Advisory Committee Member	Veronica Barnas	Parent	
District Advisory Committee Member	Terri Bly	Parent	X
District Advisory Committee Member	Sarah Brass	Parent	
District Advisory Committee Member	Margie Broman	Parent	
District Advisory Committee Membe	Melissa Brooks	Staff	
District Advisory Committee Member	Stacy Cardenas	Student	
District Advisory Committee Member	Robin Cerio	Parent	
District Advisory Committee Member	Rebecca Chamberlain	Parent	
District Advisory Committee Member	Rachel Chamley	Staff	
District Advisory Committee Member	Khalilah Cook	Parent	X
District Advisory Committee Member	Corey Cox	Staff	X
District Advisory Committee Member	Michelle DeMers	Staff	X
District Advisory Committee Member	Gary Dion	Staff	X
District Advisory Committee Member	Telesea Everett	Parent	X
District Advisory Committee Member	Sue Franzen	Staff	

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 goal is a continuous process to ensure ALL students have equitable access to quality core instruction. A purposeful scheduling model at the elementary level utilizes data at the beginning of the year and throughout the year at each benchmarking period to create heterogeneous core classrooms, targeted interventions with the most highly qualified educator, PLCs, and coaching within each of our nineteen elementary schools. In addition, elementary principals work together in teams as they interview and hire new staff. Across K-12, our hiring and staffing practices, our district-wide teacher development and evaluation model, staff development, and our Quality compensation coaching model all contribute to an equitable distribution of experienced, in-field and effective teachers.

What equitable access gaps has the district found?

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

(200 word limit)

Our hiring, staffing, support, and evaluation practices result in an equitable distribution of experienced, in-field, and effective teachers across schools. We were not able to identify any 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?

(200 word limit)

The Human Resources Department and district administrators make an effort to hire and retain effective teachers at all of our schools. Teacher performance is evaluated regularly through the TDE process by a licensed administrator. If teachers are underperforming, they are placed on intensive assistance to support their professional development. Licensed staff members also participate in our Quality Compensation program in which they develop an annual Individual Growth Plan, invite peers trained in Cognitive Coaching to observe instruction, and engage in reflective conversations. Additional components around cultural proficiency have been developed and woven through Charlotte Danielson's four domains.

The staffing system supports an equitable distribution of excellent teachers across the district by avoiding procedures based on seniority such as a bidding system. The district reviews the actual distribution of teachers across and within schools based upon data (e.g. STAR report). Elementary principals utilize a committee approach to interview potential candidates and place them in the schools where the teachers' skills best match needs.

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)

Total Employees 4,090 Person of Color 516 13%

Teachers 2,249 Person of Color 78 3%

Teacher race/ethnicity using EEOC Ethnicity from District 196 Human Resources

Am. Indian 4 (.001%), Asian 19 (.008%), Black 16 (.007), Hispanic 23 (.01%), White 2171 (97%), Two or more races 16 (.007)

Students 28,997* Students of Color 10,817 37.3%

Student race/ethnicity by Federal Categories:

Hispanic or Latino 2,882 (9.9%) American Indian or Alaska Native 97 (.3%), Asian 2,422 (8.4%) Black or African American 3,522 (12.1%) Native Hawaiian or other Pacific Islander 26 (.1%), White 18,180 (62.7%), Two or more races 1,868 (6.4)

Teachers of Color needed to reflect student population: 832

Teacher race/ethnicity need to reflect student race/ethnicity populations:

Hispanic or Latino (225), American Indian or Alaska Native (68), Asian (189), Black or African American (272), Native Hawaiian/Pacific Islander (23)

*Source: MN Report Card for the 2018-19 School Year

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

(200 word limit)

There are several factors that contribute to the lack of teachers of color and American Indian teachers; lack of applicants of color for teacher positions, urban districts are able to pay at a higher rate than suburban districts, it is a challenge to make it enticing for candidates of color to be one of if not the only teacher of color and American Indian teachers in many of the school buildings. Current demographics for the state of Minnesota are; White: 83.75%, Black or African American: 5.95%, Asian: 4.66%, Two or more races: 2.81%, Other race: 1.74%, Native American: 1.05%, and Native Hawaiian or Pacific Islander: 0.04%. At the core of the challenges specific to recruitment the state percentages have a huge impact.

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)

The Equity and Inclusion Coordinator facilitated two opportunities for Affinity Groups outside of the school district in collaboration with DCUE, as well as inside the district with the superintendent as a part of a restorative circle. The purpose of both groups was to start the deeper conversations with staff of color to learn about areas of opportunity in regard to recruit and retain more staff of color. There were intentional questions asked such as; what keeps you in District 196? How can we offer more support at the district level? The feedback and insight were helpful to develop an intentional recruitment plan around staff of color. The group was open to all staff of color across the metro area and we now have some specific ideas and strategies, such as an effective marketing/communication plan. This will improve staff retention.

District efforts for recruitment consist of attending MN job fair ensuring the equity and inclusion coordinator and current teachers and administrators of color are present to support recruitment efforts.

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.

The percentage of all students enrolled in kindergarten at Rosemount/Apple Valley/Eagan School District (ISD 196) who are proficient on the Concepts About Print (CAP) component of the Observation Survey will increase from 20.5% in fall 2018 to 23.5% in fall 2019.

Result

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

19.2% (404 out of 2,105)

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)

- Students are assessed three times a year using an Observation Survey of Literacy Achievement; Concepts About Print is one of six tasks in this assessment. Data is analyzed for all kindergartners and are disaggregated from multiple angles (gender, ethnicity, EL and SpED) to best identify achievement of student groups.
- Intentional conversations between Coordinators of Early Childhood, both ECFE and ECSE, and the PreK-8 Literacy Coordinator across the 2018-19 school year planning for alignment of language and instruction
- Professional learning opportunities for PreK teachers during the school year included building a common understanding of language alignment, assessment and instruction for intentionally bridging PreK and K
- Professional development for PreK teachers using the TS Gold Assessment
- Strategies to support the goal were monitored through teacher surveys after professional learning sessions and student progress monitoring data across the year.
- Strategy implementation was successful as identified by results of teacher surveys, increased collaboration between Early Childhood Programming and Elementary, and increased student achievement in the Concepts About Print task.

In spring 2019 an Action Area was established for the 2019-20 school year to continue to grow student achievement and align teacher professional understanding for PreK and K teachers.

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 all students enrolled in third grade at Rosemount/Apple Valley/Eagan School District (ISD 196) who are proficient on the Benchmark Assessment System (BAS) will increase from 62.2% in Spring 2018 to 65.2% in Spring 2019.

Result

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

74.1%

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)

- Students are assessed three times during the year using the Benchmark Assessment System. Data is analyzed for accuracy, comprehending conversation and fluency for each student.
- Data is disaggregated from multiple angles (gender, ethnicity, EL and SpED) to best identify achievement for student groups.
- Intervention scheduling after each benchmarking period occurs at all schools. Stakeholders (including classroom teacher voice) are intentional in matching the best intervention with student need. This process is used for each individual student identified during the benchmark window.
- Prioritizing communication and collaboration between core instruction and intervention was a focus in planning for accelerated growth. Responsive teaching was an outcome when communication was established between core and intervention teachers.
- Progress monitoring between benchmarking periods helps identify progress towards goals. Data is entered weekly in our data support system, and all stakeholders have access to data at any time. Benchmark data provides a larger view of how all students are doing. Comparison data of students receiving interventions and full student body helps us analyze growth trajectories for "closing the gap."
- Teams were intentional in setting SMART goals between benchmarking periods in connection with progress monitoring.

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.

With more than 96% of students taking the ACT, the percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 66.6% in 2018 to 69.6% in 2019. Gap Focus Goals: - Black: from 24.7 % in 2018 to 34.7% in 2019 - Hispanic: from 24.5% in 2018 to 34.5% in 2019 - Am. Indian: from 23.6% in 2018 to 33.6% in 2019 - FRP: from 24.3% in 2018 to 34.3% in 2019

Result

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

Result: 64.8% Result for Black students: 24.5% Result for Hispanic students: 24.9% Result for Am. Indian students: 24.4% Result for FRP: 24.3%

Goal Status

Check one of the following:

Met Some (multiple goals)

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)

System-wide:

- Cultural Proficiency professional learning sessions: Building Leadership Teams (BLT) facilitated Cultural Proficiency Sessions with staff in collaboration with the Integration and Equity Department. Sessions included self-reflection questions and addressed topics such as: culture, reflection, dialogue mindset, inside-out process, identity, DILTS model, continuum language, barriers guiding principles, and essential elements.
- Student Assistance Teams meet to identify struggling students and provide support interventions.

Elementary:

- Grade level teams engage in student-centered collaborative conversations within a PLC structure. Teams meet regularly to monitor achievement of students and plan for responsive instruction in core, Tier 2 and/or Tier 3 interventions.

Secondary:

- Teachers are organized into content-area/grade-level learning teams which regularly discuss curriculum/instruction, assessment results, and plan intervention support.
- The AVID program provides individually-centered support to mostly students of color, giving students the necessary tools and access for success. Pathways are opened to academic opportunities such as PSEO, CIS, and AP classes, as well as extra-curricular educational, arts, and athletics. Preparation for test taking, such as the ACT, is also a continual focus. AVID helps students gain the know-how and the confidence to successfully take on college and career ready paths.
- ACT prep courses expanded at all high schools.

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.

With more than 96% of students taking the ACT, the percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 66.6% in 2018 to 69.6% in 2019.

Result

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

Result: 64.8%

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)

Data from ESSA, MCAs, ABCs, Career pathway-specific courses and/or programs, and concurrent enrollments are disaggregated by student groups for analysis and help direct each school's continuous improvement plans.

Some specific strategies are:

- Administrators and families develop a plan the first time a student receives a failing grade.
- Interventions are determined for students who are struggling academically and/or emotionally.
- Tier 66 flag (behind on credit(s) is indicated in Infinite Campus so teachers know who need additional support.
- Staff regularly review their list of students and adjust plans accordingly.
- ACT prep is offered to students as courses during the school day/after school, incorporated into core classes and available via Naviance. We've expanded a variety of opportunities for students to prepare for the ACT.

Career and Technical Education courses help students understand their interests and talents, explore career fields, and decide upon post-secondary learning/training opportunities through strong academic preparation and community partnership. Participation continues to increase with new sections at high schools as a strategy to reduce barriers.

Through a CLNA conducted by the South Metro Perkins Consortia, data will be identified to evaluate equitable access, participation, representation and outcomes for both career and college readiness for students.

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?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

The overall district four-year graduation rate will increase from 90.0% in 2018 to 91.0% in 2019. Gap Focus Goals: The overall district four-year graduation rate will increase: • Black: from 77.9% in 2018 to 84.9% in 2019 • Hispanic: from 76.5% in 2018 to 83.5% in 2019 Result: • Am. Indian: from 83.3% in 2018 to 85.0% in 2019 (14 of 16 students - 2018, using state classification) • FRP: from 75.8% in 2018 to 82.8% in 2019

Result

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

Result: 90.5% Result for Black students: 82.3% Result for Hispanic students: 80.7% Result for Am. Indian students: 87.5% Result for FRP students: 77.6%

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)

Administrative teams analyze graduation data for all student groups from our district's North Star ESSA files. The data collection and review is an essential process, and the data drives student interventions. In analyzing the data to measure each school's success, we realize that flexible credit recovery options are critical for success. The district's high schools are implementing the following strategies:

- Blended online model for credit recovery
- Credit Recovery offered throughout the school year, not just in the summer
- Student Assistance Team (SAT) team at each high school identifies students who are not on track and implements timely interventions
- Targeted tutoring is available to help students pass classes
- A flag was added to the student profile in the student information system for students not on track to graduate to enable timely identification and communication for applicable staff
- Administrators are working to reduce disproportionate suspensions by race so that students of color are not removed from classes at a higher rate than others.

School administrative and counseling staff are working on promoting attendance as our data shows students of color are absent more than others.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Percentage of FRP students in grades 3-8 and 10 will increase MCA Reading proficiency from 41.8 in 2016 to 50.0 proficiency in 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Baseline was 41.8%

Year 2 (2018-19) Actual

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

2018-19 Result was 41.1%

On Track?

Check one of the following:

Not on Track

Narrative

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?

(Narrative is required. 200 word limit.)

Elementary:

- Differentiated group instruction based on student need, determined by multiple data points such as: BAS, QSI, OS and writing samples.
- Professional learning alongside coaching in each building support student-centered conversations and responsive planning.
- Integration of inquiry-based instruction into units of study are grounded in state standards.
- Data-informed intervention include Reading Recovery and Leveled-Literacy.
- Communication and collaboration between core instruction and intervention was a focus in planning for accelerated growth. Responsive teaching was an outcome when communication was established between core and intervention teachers.
- Progress monitoring was utilized more effectively to improve core instruction.
- Student Assistance Teams meet regularly to identify struggling students and plan for interventions.
- Grade level teams engage in student centered collaborative conversations supporting a PLC structure.
- Family attendance monitoring at community events, surveying families and seeking feedback on the quality of our partnerships is ongoing.

Secondary:

- Learning teams to discuss curriculum/instruction, assessment results, evidence of learning, and plan intervention support.
- Striving reading courses and Leveled Literacy Intervention provide specific interventions based on MCA, MAP, and BAS data for students.
- Continue development of inquiry-based instruction to promote student engagement within workshop model.

Do you have another Achievement goal?

Yes

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Increase percentage of American Indian/Alaskan native students graduating in 4-years to 85.0% in 2020.

Increase percentage of Hispanic students graduating in 4-years to 85.0% in 2020.

Increase percentage of African American/Black students graduating in 4-years to 85.0% in 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Baseline was 2015-16

Am. Indian/Alaska native: 57.1%

Hispanic: 72.1%

African Am./Black: 78.0%

Year 2 (2018-19) Actual

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

Am. Indian/Alaska native: 87.5% (14 of 16 students - using state classification) Hispanic: 80.7% African Am./Black: 82.3%

On Track?

Check one of the following:

On Track

Narrative

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?

(Narrative is required. 200 word limit.)

Administrative teams analyze graduation data for all student groups from our district's North Star ESSA files. The data collection and review is an essential process, and the data drives student interventions. In analyzing the data to measure each school's success, we realize that flexible credit recovery options are critical for success. The district's high schools are implementing the following strategies:

- Blended online model for credit recovery
- Credit Recovery offered throughout the school year, not just in the summer
- Student Assistance Team (SAT) team at each high school identifies students who are not on track and implements timely interventions
- Targeted tutoring is available to help students pass classes
- A flag was added to the student profile in the student information system for students not on track to graduate to enable timely identification and communication for applicable staff
- Administrators are working to reduce disproportionate suspensions by race so that students of color are not removed from classes at a higher rate than others.

School administrative and counseling staff are working on promoting attendance as our data shows students of color are absent more than others.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

The percentage of FRP students in grades 3 - 5 who were proficient on the MCA/MTAS reading test at Echo Park Elementary School of Leadership, Engineering and Technology will increase from 42.1% in 2016 to 50.0% in 2020. The percentage of FRP students in grades 3 – 5 proficient on the MCA/MTAS reading test at Oak Ridge Elementary School of Leadership, Environmental and Health Sciences will increase from 42.1% in 2016 to 50.0% in 2020. The percentage of FRP students in grades 3 – 5 proficient on the MCA/MTAS reading test at Cedar Park Elementary Stem School will increase from 47.6% in 2016 to 55.5% in 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Echo Park 42.1%

Oak Ridge

42.1%

Cedar Park

47.6%

Year 2 (2018-19) Actual

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

Echo Park 32.7% Oak Ridge 28.9% Cedar Park 57.4%

On Track?

Check one of the following:

On Track

Narrative

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?

(Narrative is required. 200 word limit.)

Data:

● The baseline for this performance measure was established in 2016 using data from the reading/language arts portion of the Minnesota Comprehensive Assessments (MCA) and the Minnesota Test of Academic Skills (MTAS).

Strategies/Interventions:

● Small guided literacy and guided math groups based on MAP and BAS proficiency data supports differentiation. Professional learning for teachers, which includes ongoing coaching and school-wide PD, deepens understandings around core instruction and small group intervention.

● Student behavior expectations are clear and consistent across settings, along with a clear process for teachers to follow, and has been taught to students and communicated to families. Staff received training on Conscious Discipline and continue to deepen understandings through their PLC structure.

● Integrating inquiry-based instruction into lessons and units of study to promote student engagement and a dynamic learning environment.

● Progress monitoring is taking place within our PLC's, Building Leadership Team, and Core Team. Monitoring family attendance at community events, surveying families about theme implementation, and seeking feedback on the quality of our partnerships.

Do you have another Integration goal?

Yes

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

The percentage of isolation within African American students at Echo Park Elementary School of Leadership, Engineering, and Technology will decrease from 37.2% in 2016 to 28.3% by 2020.

The percentage of isolation within African American students at Oak Ridge Elementary School of Leadership, Environmental and Health Sciences will decrease from 35.3% in 2016 to 29.3% by 2020.

The percentage of isolation within African American students at Cedar Park School of Stem will decrease from 26.3% in 2016 to 24.5% by 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Echo Park Enrollment

682

Black students

37.2%

Oak Ridge Enrollment

566

Black Students

35.3%

Cedar Park Enrollment

696

Black Students

26.3%

Year 2 (2018-19) Actual

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

Echo Park Enrollment 766 Black students 28.1% _____ Oak Ridge Enrollment 588 Students Black students 28.7% _____ Cedar Park Enrollment 682 Students Black students 26.4%

On Track?

Check one of the following:

On Track

Narrative

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?

(Narrative is required. 200 word limit.)

There have been increased efforts regarding targeted marketing, parent surveys, and innovative community outreach strategies. Echo Park invited families to participate in "Dinner and Dialogue" and Oak Ridge invited parents to a "Magnet Families Focus Group." Parents were invited in to talk about: What parent involvement means to them, what do relationships between school and families look like, and how to improve communication and parent involvement. The goal was to have parents from all backgrounds share their values and perspective of how they see the school serving them and how Echo Park can meet the needs of everyone. Echo Park and Oak Ridge utilize several social media platforms to share information about the school on a weekly/daily basis. Social media posts include pictures of students engaged in challenging learning activities. Based community feedback, the schools' website will continue to highlight what is happening at the schools. The schools host Magnet Nights to share information about the magnet programs and give tours to prospective families.

In addition to increased overall enrollment, the enrollment for Black students is trending in the right direction, with the percentage of Black students decreasing slightly, except Cedar Park, which has stayed relatively the same.

Do you have another Integration goal?

No

Racially Identifiable Schools (RIS)

Name of Racially Identifiable School 1

Echo Park, Oak Ridge and Cedar Park

RIS Achievement and Integration Goal 1

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

See Previous Page

Check one of the following:

Achievement Goal

Baseline

Copy the baseline starting point from the RIS Goal Statement of your 2017-20 plan.

See Previous Page

Year 2 (2018-19) Actual

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

See Previous Page

On Track?

Check one of the following:

On Track

Narrative

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?

(Narrative is required. 200 word limit.)

See Previous Page

Do you have another RIS goal for this school?

No

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 400 word limit.)

See Previous Page

Do you have another Racially Identifiable School?

No

Thank You!

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=1576165976_5df26258ac9698.92536618&sg_navigate=start