

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

District or Charter Name:

Grades Served:

WBWF Contact:

Title:

Phone:

Email:

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.](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=mde087548&RevisionSelectionMethod=latestReleased&Rendition=primary)

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.
* 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.

* 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.

### 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) |
| --- | --- | --- |
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### 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?

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?

### 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** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.* | *Provide the result for the 2018-19 school year that directly ties back to the established goal.* | ***Check one of the following:***  \_\_ On Track (multi-year goal)  \_\_ Not On Track (multi-year goal)  \_\_ Goal Met (one-year goal)  \_\_ Goal Not Met (one-year goal)  \_\_ Met All (multiple goals)  \_\_ Met Some (multiple goals)  \_\_ Met None (multiple goals)  \_\_ 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?

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.* | *Provide the result for the 2018-19 school year that directly ties back to the established goal.* | ***Check one of the following:***  \_\_ On Track (multi-year goal)  \_\_ Not On Track (multi-year goal)  \_\_ Goal Met (one-year goal)  \_\_ Goal Not Met (one-year goal)  \_\_ Met All (multiple goals)  \_\_ Met Some (multiple goals)  \_\_ Met None (multiple goals)  \_\_ District/charter does not enroll students in grade 3 |

**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?

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.* | *Provide the result for the 2018-19 school year that directly ties back to the established goal.* | Check one of the following:  \_\_ On Track (multi-year goal)  \_\_ Not On Track (multi-year goal)  \_\_ Goal Met (one-year goal)  \_\_ Goal Not Met (one-year goal)  \_\_ Met All (multiple goals)  \_\_ Met Some (multiple goals)  \_\_ Met None (multiple goals) |

**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?

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.* | *Provide the result for the 2018-19 school year that directly ties back to the established goal.* | Check one of the following:  \_\_ On Track (multi-year goal)  \_\_ Not On Track (multi-year goal)  \_\_ Goal Met (one-year goal)  \_\_ Goal Not Met (one-year goal)  \_\_ Met All (multiple goals)  \_\_ Met Some (multiple goals)  \_\_ Met None (multiple goals) |

**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?

### All Students Graduate

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2018-19 school year.* | *Provide the result for the 2018-19 school year that directly ties back to the established goal.* | ***Check one of the following:***  \_\_ On Track (multi-year goal)  \_\_ Not On Track (multi-year goal)  \_\_ Goal Met (one-year goal)  \_\_ Goal Not Met (one-year goal)  \_\_ Met All (multiple goals)  \_\_ Met Some (multiple goals)  \_\_ Met None (multiple goals)  \_\_ District/charter does not enroll students in grade 12 |

**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.](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=mde087548&RevisionSelectionMethod=latestReleased&Rendition=primary)

### 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:  \_\_ Achievement Goal  \_\_ 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:  \_\_ On Track  \_\_ Not on Track  \_\_ 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:  \_\_ Achievement Goal  \_\_ 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:  \_\_ On Track  \_\_ Not on Track  \_\_ 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](https://education.mn.gov/MDE/fam/MDE087638).

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:  \_\_ Achievement Goal  \_\_ 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:  \_\_ On Track  \_\_ Not on Track  \_\_ 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:  \_\_ Achievement Goal  \_\_ 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:  \_\_ On Track  \_\_ Not on Track  \_\_ 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.