DEPARTMENT OF EDUCATION

2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Duluth Public Schools Academy
Grades Served: K-8

WBWF Contact:Bonnie Jorgenson
Title: Head of School
Phone: 218-728-9556, ext. 5000
Email: bonnie.jorgenson@duluthedison.com

A and I Contact: Enter name.
   Title: Enter title.
   Phone: Enter phone number.
   Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:
> **Part A**: Required for all districts/charters
> **Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris, (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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.*
>
> ➤ http://www.duluthedison.org/district/dpsa-board/worlds-best-workforce/
>
> ➤ *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 A&I plan for participating districts) for the 2017-18 school year.   November 27, 2018*

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 2017-18 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)

Tracie Clanaugh	Parent, community YMCA	
Chrystal Gardner	Cultural Liaison	
Bonnie Jorgenson	Head of School	
Beth LaVigne	College of St. Scholastica faculty	
Amber Lightfeather	Parent, AIPAC Chair	
Julie Ann Kubat	Parent	
Jennie Molina Kujawa	Parent	
Kristin Regas	Dean of Students	
Dale Uselman	Teacher	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.
> ➢ *Equitable Access to Experienced, Effective, and In-Field Teachers*
> > o *Who is included in the conversations to review equitable access data and when do these occur?*
> > o *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
> > o *What are the root causes contributing to your gaps?*
> > o *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
> ➢ *Access to Diverse Teachers*

> o   *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
> o   *What efforts are in place to increase the diversity of the teachers in the district?*
> ➤ ***SCHOOL NARRATIVE***
>
> *Those involved in our conversations about equitable access of teachers are school administrators including head of school, principals/ADs, special education coordinator and student services director.*
>
> *We are in our preliminary year of compiling data. Our biggest issue this year has been resignations of teachers after our school year begins that causes us to have a lesser experienced teacher in a classroom that was designed for someone with more experience.*
>
> *It is our plan to utilize the spread sheet we have created as class placements are determined for the following school year to ensure that no student has a newer or less effective teacher two years in a row. It should be noted, that we do have a teacher retention rate of approximately 88 percent and at the end of the 17-18 school year 84 percent of our teachers were rated at proficient or exemplary in end of year ratings.*
>
> *We have found it extremely difficult to recruit teachers of color. We have expanded our advertising venues for staff to include two career fairs in metro areas and advertising on the NAACP facebook page. We are continuing to explore other advertising venues. Organizationally we are also in the process of a multicultural organizational development process (MOCD) working with an outside organization that has experience in processing this with educational and other institutions. We anticipate this will also help us to think through our recruiting and other practices.*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

X☐ 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

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

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year. *During 2017-18 the school will conduct early childhood screenings on all students enrolled for kindergarten in the 2018-19 school year that were not previously screened in another district and use this data to plan for needed interventions.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* During 2017-18 school staff conducted early childhood screenings on 33 students enrolled for kindergarten in the 2018-19 school year that were not previously screened in another district and used this data to plan for needed interventions. We did not complete screenings on three other students. Two of the three were not screened because we could not get parent permission. The third was referred by parents for a special education evaluation and that is underway.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** ☐Goal Met X☐Goal Not Met ☐District/charter does not enroll students in kindergarten

Bulleted narrative is appreciated. 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?*

SCHOOL RESPONSE:
   Our school doing early childhood screenings for students we admitted for kindergarten who had not been screened elsewhere, began two years ago as a result of classroom and individual student struggles when we

did not have baseline information about students. Once a student is accepted to kindergarten we make families aware that we will be doing screenings and schedule appointments. As part of the screening process, families meet school staff. Information from these screenings is used to flag potential student needs and information is also used as administrators design classroom placements to ensure a balance of student needs and good teacher/student matches. As instruction is planned, we also know which students might need academic or behavior intervention from the start of the school year. We know we are making progress not only in completing the screenings but also better classroom placements as reflected in interventions starting sooner and more balanced classroom make up among the grade level. This results in healthier classroom climates for all.

All Students in Third Grade Achieving Grade-Level Literacy

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year. *The percent of third grade students who score proficient or exceeds on the reading MCA will go from 53.5 percent in 2016-17 to 58.5 percent in 2017-18.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* *The percent of third grade students who scored proficient or exceeds on the reading MCAs went from 53.5 percent in 2016-17 to 56.6 percent in 2017-18. We did increase our percentage but did not meet our goal. We will continue to work in this area to increase our percentage each year.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** ☐*Goal Met* X☐*Goal Not Met* ☐*District/charter does not enroll students in grade 3*

Bulleted narrative is appreciated. 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?*

School Response

All of our grades 2-8 students take the MAP test in the fall to identify specific skills/strands where students and grade levels are secure and where there is need for improvement. Our K-2 students utilize the FAST assessment. This data is looked at and analyzed on a quarterly basis together by teaching teams and our academy director or principal. It is also utilized to differentiate instruction with a focus on subgroups of

students. We work to ensure that the teaching strategies for literacy match students need. Additionally we use the data to ensure that our most struggling students are referred for interventions at the Tier 2 level.

We are also in the process of identifying our essential language arts standards for each grade level and developing standards based assessments around these standards. Research shows that this will improve the quality of instruction we are able to offer.

We know it is helpful per the small growth in our MCA percentage. We also saw over 75 percent of our third grade students meet their RIT target on the MAP tests this year.

Close the Achievement Gap(s) Between Student Groups

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year. *Growth of at least three percent from 2016-17 levels of students in each sub group who were proficient or exceeds on the MCAs will occur in 50 percent of the school's reportable subgroups on the Minnesota Comprehensive Assessments.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* *Of our 14 reportable sub groups we grew by 3 percent or more in five sub groups (Reading – African American and Math Hispanic, American Indian, African American, and White). We showed growth in five other sub groups but not at the 3 percent rate (Reading American Indian and two or more races, Math – two or more races, special education and free and reduced). Our percentage stayed the same in one sub group (Hispanic reading) and three sub groups went down (Reading – white, special education and free and reduced).*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On *Track* ***One-Year Goal*** ☐*Goal Met* X☐*Goal Not Met*

Bulleted narrative is appreciated. 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?*
-

SCHOOL NARRATIVE

As our MTSS teams, teaching teams, and classroom teachers look at both MCA and MAP data, particular attention is paid to the needs of students in our subgroup categories. Careful consideration is given to their placement, if needed, in our intervention program as well as their classroom placement. As our teachers plan for both whole group and small group instruction they are analyzing data strands from both assessments to help plan targeted instruction. Our Principals have every other month data meetings with language arts and math teachers to look carefully at their data and ensure differentiated instruction.

We are also in year two of a focus on standards based assessments and instruction with our starting place math and language arts. Teachers have identified essential standards and are now

developing assessments to help ensure these standards are being mastered by our students. Seeing positive MCA gains in 10 different sub groups suggests we are moving in a positive direction.

All Students Career- and College-Ready by Graduation

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year. During the 2017-18 academic year, grades six through eight students will complete the Ramp Up to Readiness rubric in each grade level. The rubric measures self-management, effort and persistence, and academic beliefs.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* *Last year all students in grades 6-8, but those in level three programs, completed the goal.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On *Track* ☐ Not *On* Track ***One-Year Goal*** X☐*Goal Met* ☐*Goal Not Met*

Bulleted narrative is appreciated. 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?*
-

SCHOOL NARRATIVE

We use the career and course planning assessment from the Ramp Up to Readiness curriculum, given to all students in the fall, as a data resource for planning critical activities in this area. All grades 6-8 students but those in our level three program completed the following activities.

1. Career Interest Survey
2. Career Readiness Survey-helps determine if students have the skills to be successful in school and the world of work
3. Goal Setting-Students are guided through a form to set their own goals
4. Post-secondary Options and planning-Students learn about the options and then make a plan for which fits their goals
5. 8th graders went on a field trip to Lake Superior College and University of Minnesota Duluth to visit two types of colleges and learn about course offerings.

All of these activities contribute the helping our students think forward about their plans for high school and beyond.

Additionally, conversations with their home base groups and teachers, conference discussions and a planning meeting for eighth grade families to assist them in their transition to high school are pieces of what we offer our students. This family meeting has a particular focus for families who have their first child going to high school. In January and February all four Duluth based high schools offer sessions at our school for eighth graders and our IEP teams coordinate transition meetings with these high schools.

All Students Graduate

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year. *We are a K-8 school so do not have a goal in this area.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ *On* Track ☐ Not On Track ***One-Year Goal*** ☐*Goal Met* ☐*Goal Not Met* ☐*District/charter does not enroll students in grade 12*

Bulleted narrative is appreciated. 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?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 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 1 (2017-18) Actual	On Track?

Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 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 additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.