



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

**District or Charter Name:** Duluth Public Schools Academy 4020-07

**Grades Served:** K-8

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A and I Contact: NA

Title:

Phone:

Email:

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

Yes

**No**

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

# World's Best Workforce

## Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. [www.duluthedison.org](http://www.duluthedison.org),
- Provide the direct website link to the A&I materials NA

## 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. **11/26/19**

## 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) |
|-------------------------------------|--|---|
| Bonnie Jorgenson                    | Head of School   |   |
| Tracie Clanaugh                     | Community Member, Ex Director<br>First Witness Child Advocacy Center |   |
| Beth LaVigne                        | College of St. Scholastica Faculty Member                            |   |
| Amber Lightfeather                  | AIPAC Chair, DPSA Board member, Parent                               |   |
| Julie Ann Kubat                     | Parent   |   |
| Kristin Regas                       | Dean of Students, Raleigh Academy                                    |   |
| Drew Steile                         | Grades 6-8 language arts Teacher, North Star Academy                 |   |

### 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?

#### **SCHOOL NARRATIVE**

To examine equitable access data administration created a spreadsheet by teacher that showed teacher’s name, highest degree, number of years teaching, end of year evaluation rating and the number of free and reduced, special education and students of color in their classrooms. Last year was our first year to collect such data and we will do so again this year. This data was reviewed as class lists were developed for the current school year and students in the sub groups who had a less effective teacher in the previous school year were mostly assigned to more effective teachers. 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.

With a change in leadership at our Raleigh building (past principal went to another district), we had several teachers transfer with her. This has led to some newer staff at the Raleigh school. The new school leader and a literacy coach are working with these teachers and good progress is being made. Our strong professional development focus and teaching teamwork does provide significant support to new teachers. We are focused on continued retention of effective teachers to help eliminate the equitable access gap.

It should be noted, that we had a teacher retention rate of approximately 82 percent this past year and at the end of the 18-19 school year 50 percent of our teachers were rated at proficient and 40 percent exemplary in end of year ratings.

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?

## **SCHOOL NARRATIVE**

At this time, we have one Native American teacher. Approximately 22 percent of our students are non white so to reflect our student population of our 121 teachers, 27 would be non white. We recognize that we have work to do.

We have found it extremely difficult to recruit teachers of color. One of the root causes seems to be the lack of diversity in the overall Duluth population and in northern Minnesota. 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 working with the Family Freedom Center's Racial Awareness Workshop program and one of our strategic goals involves training for hiring staff in recruitment of diverse candidates and development of a plan to do so.

Our WBWF Advisory Council has also encouraged the school to consider ways to encourage the interest of our middle school students in teaching -- a club for those interested and/or ways to follow them through high school and encourage their interest. Also suggested considering ways to offer to mentor former students with an interest in teaching.

## **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.

**XXX** 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.

**XXX** 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   |
|--|---|---|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>During 2018-19, the school will conduct early childhood screenings on all students enrolled for kindergarten in the 2019-20 school year for whom the School can receive parent/guardian permission, and that were not previously screened in another district. This data will be used to plan for needed interventions and classroom placements.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>We were able to screen all entering students who had not been previously screened in another district for whom we received parent/guardian permission -- 26 students.</i></p> | <p><b>Check one of the following:</b><br/> <b>XX On Track (multi-year goal)</b><br/> <input type="checkbox"/> Not On Track (multi-year goal)<br/> <input type="checkbox"/> Goal Met (one-year goal)<br/> <input type="checkbox"/> Goal Not Met (one-year goal)<br/> <input type="checkbox"/> Met All (multiple goals)<br/> <input type="checkbox"/> Met Some (multiple goals)<br/> <input type="checkbox"/> Met None (multiple goals)<br/> <input type="checkbox"/> District/charter does not enroll students in kindergarten</p> |

### Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

### SCHOOL RESPONSE

At our annual kindergarten round up we ask families to fill out a form indicating if, and where, an early childhood screening has occurred. We request records for those who have had the screening done and make arrangements to do the screenings in June or August for those who have not yet completed the screenings. This information is used to help us do student placement in classrooms and as a screener to help us provide accurate services to students with special education or other needs.

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

| Goal  | Result  | Goal Status  |
|---|---|--|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>The percent of third grade students who score proficient or exceeds on the reading MCA will go from 56.6 percent in 2017-18 to 59.6 percent in 2018-19.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The percent of third grade students who scored proficient or exceeds on the reading MCA was 49.4 percent for the district -- 52.4 percent at North Star and 43.4</p> | <p><b>Check one of the following:</b><br/> <input type="checkbox"/> On Track (multi-year goal)<br/> <input type="checkbox"/> Not On Track (multi-year goal)<br/> <input type="checkbox"/> Goal Met (one-year goal)<br/> <input checked="" type="checkbox"/> <b>Goal Not Met (one-year goal)</b><br/> <input type="checkbox"/> Met All (multiple goals)</p> |

|  |                                       |   |
|--|---------------------------------------|---|
|  | percent at Raleigh. Goal was not met. | <input type="checkbox"/> Met Some (multiple goals)<br><input type="checkbox"/> Met None (multiple goals)<br><input type="checkbox"/> 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?

**SCHOOL RESPONSE**

Our lack of progress on this goal was disappointing and not reflective of our usual pattern of growth. One of our two major focuses at both buildings this year is literacy. At Raleigh, they have a school improvement plan focused on data driven instruction and are working with a consultant from the regional center for excellence. Our Title I teachers are focused on work with first, second and third grade. We also have a literacy coach working with all of our new (in years one and two) teachers. At North Star all academies have developed literacy plans. Strategies include Foundations with phonics focus in grades K and 1, utilization of the NWEA MAP ) to plan for small groups on targeted skills, work to build fluency and more exposure to informational texts. In Grades 6-8 professional development on Strategies for Effective Readers and how to utilize them in your classrooms is being provided by our language arts coordinator across curriculum areas. We are also looking at the test taking procedures to ensure the best environment for that. In addition to MCA scores, our MAP growth provides information on progress. We saw growth at North Star in MAP in 2018-19 but not at Raleigh.

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

| Goal   | Result  | Goal Status  |
|--|---|--|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>Growth of at least three percent from 2017-18 levels will occur in 50 percent of the school's reportable subgroups on the Minnesota Comprehensive Assessments.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>We showed growth in three subgroups -- reading for American Indian students, Reading for free and reduced students at North Star and math for special education students at Raleigh. In all other subgroups we went down. We did outperform the state average for 19 subgroups. We had a total of 42 sub groups.</p> | <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> <b>Met Some (multiple goals)</b></p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

### SCHOOL RESPONSE

We are utilizing as our universal screener NWEA's Measures of Annual Progress (MAP) in math and reading and DIBELS reading K-5 and math for K-2. From this information, classroom teachers form flexible small groups with a targeted skill focus. In our K-5 program, additional screenings are done for students who meet our intervention program requirements (scores in high risk or at risk on assessments and as staffing allows put in intervention small groups. We are prioritizing students from sub groups for these interventions provided by our Title I teachers and ADSIS interventionists. Our reading interventions include utilization of the Leveled Literacy Intervention (LLI) program, targeted interventions in vocabulary acquisition, word study, fluency and comprehension. Math strategies include cover, copy, compare, concrete representation, Number Worlds program, and small group instruction. Strategies are approved by Intervention Central and National Center for Response to Intervention.

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

| Goal   | Result  | Goal Status  |
|--|---|--|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>During the 2018-19 academic year, all junior academy (grades 6-8) students will receive direct instruction on growth mindset using the Mindset Coach, which encourages a belief that students can reach their goals. This will average two lessons per month.</p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>The Junior Academy did an average of three lessons per month, exceeding this goal</i></p> | <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><b>XXX Goal Met (one-year goal)</b></p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

**Narrative is required; 200 word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

### SCHOOL RESPONSE:

We use the growth mindset survey three times a year. It is disaggregated by home base. We will track for each year a student is with us, and begin this year to track by subgroups. We have direct instruction lessons from the Growth Mindset Coach Book. These include how to deal with stress and understanding the biological response in the brain when there is a fixed versus a growth mindset. Teachers are observed by the principal providing direct instruction in the lessons. The lesson plans are spread throughout the year. In the fall of 2018, we were at 80% of students reporting a growth mindset. In the spring we were at 84% growth mindset.

## All Students Graduate

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

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

### Achievement and Integration Goal 1

| Goal Statement  | Achievement or Integration Goal?  | Baseline   | Year 2 (2018-19) Actual   | On Track?  |
|---|---|--|---|--|
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:<br><br>___ Achievement Goal<br><br>___ 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 <b>one</b> of the following:<br><br>___ On Track<br><br>___ Not on Track<br><br>___ 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:<br><input type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal | Copy the baseline starting point from your 2017-20 plan. | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check <b>one</b> of the following:<br><input type="checkbox"/> On Track<br><input type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met |

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

**Narrative:**

## Racially Identifiable Schools

If your district’s 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name:**

### Achievement and Integration Goal 1

| Goal Statement  | Achievement or Integration Goal?  | Baseline   | Year 2 (2018-19) Actual   | On Track?   |
|---|---|--|---|---|
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:<br><input type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal | Copy the baseline starting point from your 2017-20 plan. | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check <b>one</b> of the following:<br><input type="checkbox"/> On Track<br><input type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met |

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

## Achievement and Integration Goal 2

| Goal Statement  | Achievement or Integration Goal?  | Baseline   | Year 2 (2018-19) Actual   | On Track?   |
|---|---|--|---|---|
| Copy the SMART goal statement from your 2017-20 plan. | Check one of the following:<br><input type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal | Copy the baseline starting point from your 2017-20 plan. | Provide the result for the 2018-19 school year that directly ties back to the established goal. | Check <b>one</b> of the following:<br><input type="checkbox"/> On Track<br><input type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met |

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

**Narrative:**

**Please Note:** Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.