2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

4204-07 Rochester STEM Academy

Grades Served

Please check all that apply:

Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Dr. Charlene Ellingson

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

 6124087241

WBWF Contact Email

 stemdirector@rochesterstemacademy.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

 No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

https://rochesterstemacademy.org/

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. <u>Report on this measure for the 2019-2020 school year.</u>

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 2019-20 school year.

August 28, 2019

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. <u>Report on your membership list.</u>

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Dr. Charlene Ellingson

Role in District

Executive Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ali Ashkir

Role in District

Parent/Assistant Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Daniel Zacharda

Role in District

Teacher/Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Amina Hassan

Role in District

Community Liaison/Parent

Part of Achievement and Integration Leadership Team?

No

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)

Rochester STEM Academy includes staff, the school board and parents in discussions throughout the year reviewing equitable access data. The school board meets monthly, staff meets weekly, and parents are often present at the school and are invited to parent nights at the school.

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)

Our student population is 100% eligible for Free and Reduced Lunch and is a 100% Somali refugee background. One goal we have is to create pathways for our paraprofessionals to become classroom teachers. A second goal we have is for constant improvement of our practice and ensure all teachers are highly qualified.

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?
(200 word limit)

The district has, and will continue, to hire support staff that are Somali and qualified, offer after school and summer academic support programming, and have each student create a Personal Learning Plan to target individual needs. In addition, as mentioned above, it is a goal to create pathways for paraprofessionals to become classroom 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?

(200 word limit)

The district communicates frequently with the community of students it serves to promote hiring of staff that reflect the groups of students it serves. Support staff are highly qualified Somali individuals. We have worked with local universities to provide pathways to teacher licensure and last year (2019-2020) we transitioned our first paraprofessional to the role of classroom teacher. This year (2019-2020) we transitioned our second paraprofessional to the role of classroom teacher (2020-2021).

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.

For this 2019-20 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

Does your district/charter enroll students in kindergarten?

No

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

No

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

**Provide the result for the 2019-20 school year that directly ties back to the
established goal. If unable to report a result because of disruptions due to COVID-19,
please respond, "Unable to report."**

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

At least 50 percent of students below grade level will make the NWEA expected growth target in Math

Result

**Provide the result for the 2019-20 school year that directly ties back to the
established goal. If unable to report a result because of disruptions due to COVID-19,
please respond, "Unable to report."**

An increase of 11.25 percentage points for 2018-19 SY

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?
(Narrative is required. 200 word limit)

The school's combined FY 2017-FY 2020 proficiency rate exceeded the state combined FY 2017-FY 2020 proficiency
rate AND/OR the school improves its proficiency rate from the baseline years of FY 2014-FY 2016 (18.75%) by at
least 10 percentage points by FY 2020 in MCA Reading. At least 50 percent of students below grade level will make
the NWEA expected growth target in Math in the Contract Term of 2017-2020.

**Do you have another goal for Close the Achievement Gap(s) Between
Student Groups?**

Yes

Close the Achievement Gap(s) Between Student Groups
Goal

Provide the established SMART goal for the 2019-20 school year.

At least 50 percent of students below grade level will make the NWEA math

Result

**Provide the result for the 2019-20 school year that directly ties back to the
established goal. If unable to report a result because of disruptions due to COVID-19,
please respond, "Unable to report."**

The 2017-2020 combined average growth on NWEA MAP for math is 60.53%

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?
(Narrative is required. 200 word limit)

At least 50 percent of students below grade level will make the NWEA expected growth target in Math in the Contract
Term of 2017-2020.

**Do you have another goal for Close the Achievement Gap(s) Between
Student Groups?**

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

At least 50 percent of students below grade level will make the NWEA reading

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

The 2017-2020 combined average growth on NWEA MAP for reading is 65.43%

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?
(Narrative is required. 200 word limit)

At least 50 percent of students below grade level will make the NWEA expected growth target in Reading in the Contract Term of 2017-2020.

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

80-90% of graduating students are accepted into college or post-secondary institution

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

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?
(Narrative is required. 200 word limit)

In a typical year, Rochester STEM Academy uses a survey; however, we were unable to conduct it last year.

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 2019-20 school year.

Enroll 10-25% of 11th and 12th graders enroll in PSEO

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

We enrolled 38.8% of 11th and 12th graders.

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?
(Narrative is required. 200 word limit)

We use PSEO applications and have a school PSEO Coordinator work closely with students.

Do you have another goal for **All Students Graduate?**

No

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1608132667_5fda283b946d28.17084083&sg_navigate=start