MN DEPARTMENT OF EDUCATION

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

District or Charter Name: Eagle Ridge Academy
Grades Served: K-12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (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.

> ➢ The annual report may be accessed on the school report via the following link.

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.

> ➢ The World's Best Work Force meeting was held as a School Board special session on 9-25-2018 at 5:30.

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)
Susan Bloomgren	Director of Academics, Admin.	
Bruce Locklear	Principal of the Schools of Logic and Rhetoric, Admin.	
Missy Madigan	Instructional Coach, Staff and Parent	
Mandee Gordon	Literacy Specialist, Teacher	
Jane Wegener Venema	Teacher and Board Member	
Amanda Heitzman	Staff and Parent	
Lisa Johnson	Teacher and Board Member	
Jason Berger	Parent	

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 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?*
  - o The Eagle Ridge Academy Administrative Team uses measures when placing teachers with students and determining student class lists. They discuss placement in the Spring and again in the Fall. Eagle Ridge Academy believes that experience of teachers is an important factor in determining teacher excellence; however, it is only one of four factors that we use. Eagle Ridge Academy administration places teachers using data in the following four areas:
    - ▪ Training in the specific content area or grade level which goes beyond licensure
    - ▪ Successful past experience in the grade level or content area
    - ▪ Past evaluation results from Eagle Ridge Academy
    - ▪ Coaching support for teachers in order to help them be successful in the classroom
  - o Using the four factors above, we place teachers with the students who most align to their strengths. Eagle Ride Academy also works hard to have heterogeneous class lists. This prevents teachers from having an overload. Within the first six weeks of a semester, the team evaluates student performance both academically and behaviorally. Some changes to classroom assignments or in-class supports will be modified.
  - 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 There are no gaps identified in providing equitable access for students. Eagle Ridge Academy uses a data dashboard to run comprehensive reports that include demographic information, behavior, and attendance data, as well as, academic data to ensure equitable access.
  - o *What are the root causes contributing to your gaps?*
  - o N/A
- ➤ *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 Currently, the demographics of our teachers does not reflect the diversity of the students enrolled. However, we have seen an increase in diversity in staff (non-teaching positions) that represents our student population.
  - o *What efforts are in place to increase the diversity of the teachers in the district?*
  - o We continue to seek ways to increase the diversity amongst our staff by recruiting through a variety of staffing agencies, colleges, and universities.

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.

☒ 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.

☐ 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
The percentage of Kindergarteners demonstrating reading readiness skills will increase from 79% in 2017 to 82% in 2018 as measure by the STEP assessment at the beginning of the year.	*Not Met: 65.9% of Kindergarteners met the reading readiness benchmark measured by STEP.*	*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 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?***
- The challenge of addressing kindergarten readiness skills is that our students come from over 50 different districts and the actual students that start on the first day of school are different than those first offered positions. Our kindergarten enrollment changes 70% from those initially offered a spot to those that arrive on the first day of school. We are currently not disaggregated data by student group as we are in the initially stages of problem-solving access to an accurate group of students who will enter Kindergarten at Eagle Ridge Academy.
- ***What strategies are in place to support this goal area?***
- We are in the beginning stages of identifying strategies. It is not financially feasible for us to offer kindergarten readiness to 170% of incoming kindergarteners.
- ***How well are you implementing your strategies?***
- We are still in the process of problem-solving this issue.
- ***How do you know whether it is or is not helping you make progress toward your goal?***
- This is yet to be determined.

All Students in Third Grade Achieving Grade-Level Literacy

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
The percentage of 3rd graders who increase three STEPS or STEP out on the STEP reading comprehension assessment will increase from 64% 2017 to 68% in 2018.	*Not Met: 64% of 3rd grade students increased three STEPs or STEP out by spring of 2018.*	*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 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?***
- We use STEP, MCA, and local assessments aligned to standards to monitor and track progress. This data is broken down by ethnicity, SPED, EL, F/R, teacher, and cohort grade-levels.
- ***What strategies are in place to support this goal area?***
- The Literacy Specialist and Principal are working with the 3rd and 2nd grade team to ensure the assessment is implemented with fidelity and to identify opportunities for growth in instruction.
- ***How well are you implementing your strategies?***
- Conversations amongst the teams have been fruitful. One area in identified was the alignment of STEP to standards. Considering our students perform better on the MCAs then the STEP assessment, the Director of Academics is looking into the alignment. The STEP assessment appears to be more rigorous than the MCAs and thus may be an unattainable goal to use.
- ***How do you know whether it is or is not helping you make progress toward your goal?***
- This will not be evident through data until January. The first cycle of baseline assessments in September did not show growth, but conversations weren't held until after the first cycle of assessments.

Close the Achievement Gap(s) Between Student Groups

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
The proficiency gap between the nonblack and the black students enrolled October 1 in grades 6-8 and 11 at Eagle Ridge Academy Upper School using all state math accountability tests (MCA and MTAS) will decrease from 35% in 2017 to 32% in 2018 by increasing the proficiency rate of the groups as follows: • Nonblack students from 83.9% in 2017 to 85.9% in 2018 and • Black students from 48.9% in 2017 to 53.9% in 2018.	*Met: 55.8% of black students were proficient of the MCAs. 86.8% of nonblack students were proficient on the MCAs. The achievement gap decreased to 31%.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On *Track* ***One-Year Goal*** ☒ *Goal Met* ☐ *Goal Not Met*
The proficiency gap between nonblack and black students enrolled October 1 in grades 3-5 at Eagle Ridge Academy using all state reading accountability tests (MCA and MTAS) will decrease from 47.4% in 2017 to 44.4% in 2018 by increasing the proficiency rate of the groups as follows: • Nonblack students from 77.6% in 2017 to 80.6% in 2018 and • Black students from 30.2% in 2017 to 36.2% in 2018.	*Met: 46.8% of black students were proficient on the MCAs. 84.6% of nonblack students were proficient on the MCAs. The achievement gap decreased to 37.8%.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On *Track* ***One-Year Goal*** ☒ *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?***
- We use the MCAs, ACT, PSAT, AP, and local assessments aligned to standards to identify achievement gap reduction goals. This data is broken down by ethnicity, SPED, EL, F/R, teacher, and cohort grade-levels.
- ***What strategies are in place to support this goal area?***
- K-8 reading interventions and a 9th grade reading support class are aligned to the humanities curriculum.
- ***How well are you implementing your strategies?***
- There is a process for identification, communication, and progress monitoring that is implemented consistently in both schools.
- ***How do you know whether it is or is not helping you make progress toward your goal?***
- The administration team meets quarterly to review data.

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
The percentage of students in the graduating class who attend post-secondary school the following year will increase from 95% in 2017 to 96% in 2018.	*Not Met: 91% of the graduating class of 2018 had plans to attend post-secondary.*	*Check **one** of the following:* ***Multi-Year Goal:*** On *Track* ☐ Not *On* Track ***One-Year Goal*** ☐ *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?***
- Longitudinal post-secondary data was used to identify gaps. This data is broken down by ethnicity, SPED, EL, F/R, and cohort grade-levels.
- ***What strategies are in place to support this goal area?***
- Twice a year a college advisor meets with students to share college and career information. Once a month a grade-specific letter goes out to families communicating the college visits. Annually, there is a parent presentation to educate parents on preparing students for college. Students meet with the academic counselor on a case by case basis for additional help. The day before school starts, seniors attend a college boot camp to help get them prepare for college applications.
- ***How well are you implementing your strategies?***
- The strategies are well implemented, and we have received positive feedback from students and parents.
- ***How do you know whether it is or is not helping you make progress toward your goal?***
- We use feedback from students and parents as well as graduation data to monitor progress.

All Students Graduate

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
The percentage of students who graduate within four years will increase from 81% in 2017 to 83% in 2018.	*Met: 100% of students graduated within four years in 2018.*	*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?***
- We use grades as the primary data point to monitor students who are on track for graduation. This data is broken down by ethnicity, SPED, EL, F/R, and cohort grade-levels.
- ***What strategies are in place to support this goal area?***
- The Academic Counselor and Upper School Principal meet with students, as well as parents, who are not on track to graduate. A graduation audit is run in second semester on all students to ensure students are on track to graduate in four years.
- ***How well are you implementing your strategies?***
- The strategies are well implemented and a consistent process is in place.
- ***How do you know whether it is or is not helping you make progress toward your goal?***
- We have seen our graduation rate continue to increase over the past few years.

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.