



2017-18 WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Upper Mississippi Academy 4210-07
Grades Served: Grades 6-10 in 2017-18 (will be 6-12)

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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](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

Part A: Required for All Districts

Annual Report

- Provide the direct website link to the district's WBWF annual report.

Annual Public Meeting

- The 2017-18 State of the School Meeting was on February 15, 2018.
- The planned 2018-19 State of the School Meeting is scheduled on February 21, 2019.

District Advisory Committee

District Advisory Committee Members	Role in District
Chris Svensrud	parent and Board President in 2017-18. Annual Fund Committee/Gala advisor to 2017-18 committees.
Chris Mortenson	parent and Board Vice President in 2017-18. Facility Committee member.
Joe Klancher	community member and Board Treasure in 2017-18. Financial Committee member
Dan Trockman	community server on the Board in 2017-18. Facility Committee member.
Lesley Ernst	teacher and Board Secretary in 2017-18
Krista Hong	parent and Board member in 2017-18
Jenn Haas	parent and Board member in 2017-18
Denise Goldman	teacher and Facility committee member
Elizabeth Kearney	teacher and Facility committee member
Steven Hong	parent and Facility committee member
Deb Paulrud	parent and Annual Fund/Gala committee member
Krissy Haglund	parent and Annual Fund/Gala committee member
Lisette Ockeloen	parent and Annual Fund/Gala committee member
Eva Muenker	parent and Annual Fund/Gala committee member
Colin Klotzbach and other PTO	PTO president
Esmee Crillion	high school student and Facilities committee member

Equitable Access to Excellent Teachers

As a small charter school, our entire district is in one building; therefore, all staff are working with all of the students. All of UMA’s teachers are licensed in the content area that they teach. We continually look to hire staff that reflect that diversity of the students at the school. We have students from come from different races, ethnic, and sexual orientations. We have staff that come from similar areas. We have planned training for all staff in areas of cultural competency. The Wilder organization has six scheduled meetings with staff in the 2018-19 school year.

Local Reporting of Teacher Equity Data

As a small charter school, our entire district is in one building; therefore, all staff are working with all of the students.

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

N/A


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.

Goals and Results

All Students Ready for School

WBWF Goal	Result	Goal Status
N/A	N/A	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p> District/charter does not enroll students in kindergarten</p>

All Students in Third Grade Achieving Grade-Level Literacy

WBWF Goal	Result	Goal Status
N/A	N/A	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p> District/charter does not enroll students in grade 3</p>


Close the Achievement Gap(s) Between Student Groups

WBWF Goal	Result	Goal Status
<p>Goals:</p> <ul style="list-style-type: none"> The percentage of middle school students enrolled in the middle school (grades 6-8) that have medium or high growth in their <u>math</u> MCA scores from spring of 2016 to spring of 2017 is 67%. The percentage of middle school students enrolled in the middle school (grades 6-8) that have medium or high growth in their <u>reading</u> MCA scores from spring of 2016 to spring of 2017 is 67%. 	<p>Results:</p> <ul style="list-style-type: none"> The percentage of middle school student that had medium or high growth in their <u>math</u> MCA scores from spring of 2016 to spring of 2017 was 71.2% The percentage of middle school student that had medium or high growth in their <u>reading</u> MCA scores from spring of 2016 to spring of 2017 was 70.2% <p>Plans and Actions:</p> <ul style="list-style-type: none"> We examine entering MCA data by grade. We look at students that are SpEd because the % of SpEd students at UMA (24%) is greater than the State % (14%). We have reading across all subject areas. We have a more cohesive team of math teachers that are sharing strategies for developing math skills. Our SpEd staff work collaborate with math teachers to support SpEd students math learning. We have a Real World Math elective to increase students use of math to analyze data. We gauge the success of our strategies by looking at changes in students scores on Curriculum Based Measurements and MCAs. The percentage of UMA students receiving SpEd support that met or exceeded proficiency scores on reading and math were higher for State students receiving special education support. 30% versus 23% in math. 42% versus 27% in reading. 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

All Students Career- and College-Ready by Graduation

WBWF Goal	Result	Goal Status
<p>Goal:</p> <ul style="list-style-type: none"> 90% of our continuously enrolled high school students will be on track to graduate in 4 years 	<p>Results:</p> <ul style="list-style-type: none"> We met our goal. All of our continuously enrolled ninth graders are on track. Only two of our continuously enrolled tenth graders were not on track to graduate in four years. One of the two completed all credit needs during the summer. <p>Plans and Actions:</p> <ul style="list-style-type: none"> Our high school advisors/staff identify and guide students whose grades are slipping during a semester. They work with families as well. Students are given study support time during a “wellness” block. The guidance counselor works with students/families who need to take credit recovery classes in the summer on where and how to enroll. All high school students listen to speakers from a variety of careers during the school year. The teachers take students on campus tours and bring them to businesses. We have seen our students using the extra support time. We have received positive feedback on our speakers and trips from students and families. 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

All Students Graduate

WBWF Goal	Result	Goal Status
<p><i>N/A - UMA did not have a grade 12 in 2017-18. The next year UMA wil have a graduating class is 2019-20</i></p>	<p><i>N/A - UMA did not have a grade 12 in 2017-18. The next year UMA wil have a graduating class is 2019-20</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p> <i>District/charter <u>did not</u> enroll students in grade 12 in 2017-18</i></p>