

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

Report Instructions and Information

Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

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, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at jeanne.redfield@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

Upper Mississippi Academy

Grades Served

Please check all that apply:

Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Arslan Aziz

WBWF Contact Title

Director of General Education

WBWF Contact Phone Number

651-528-8091

WBWF Contact Email

arслан.aziz@umissacademy.org

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

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

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 link to the district's WBWF annual report and A&I materials.

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

<https://umissacademy.org/downloads/>

Provide the direct website hyperlink 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 Achievement and Integration plan for the 2018-19 school year.

March 2020

World's Best Workforce

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.

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)

Upper Mississippi Academy is a relatively small charter school with 30 teachers on staff. We examine the licenses held by teachers when determining teaching positions. Currently, all of UMA's teachers are licensed in the content area that they teach. We review licenses every Spring after our upcoming year's schedule is built to ensure we will have proper licensing for all created teaching positions. Data is reviewed by the administrative team then presented to the school board.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

UMA has approximately 2 teachers that have less than 3 years.

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)

Continued recruitment of experienced teachers. Our goal is to retain all strong existing teachers so that we have experienced teachers familiar with UMA.

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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

UMA has a 14% Latino population and a 3% Asian population. Currently, neither group is represented in staffing. We would need roughly five more teachers of color in order to better represent our student population.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

One factor affecting recruitment of teachers of color may be lack of intentional recruitment.

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)

Intentional recruitment and advertising to more diverse segments (i.e. teacher training programs). Additionally, UMA has created an organization for students and teachers of color.

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.

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 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(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 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

50.0% of the students enrolled at Upper Mississippi Academy Middle School as of 10/1/18 who participate in all state accountability tests (MCA/MTAS) will earn an achievement level of Meets the Standards or Exceeds the Standards in math in grades 6,7 and 8, and the 50.0% benchmark will be assessed at each individual grade level. 70.0% of the students enrolled at Upper Mississippi Academy Middle School as of 10/1/18 who participate in all state accountability tests (MCA/MTAS) will earn an achievement level of Meets the Standards or Exceeds the Standards in reading in grades 6,7 and 8, and the 70.0% benchmark will be assessed at each individual grade level. 50.0% of the students enrolled at Upper Mississippi Academy Upper School as of 10/1/18 who participate in all state accountability tests (MCA/MTAS) will earn an achievement level of Meets the Standards or Exceeds the Standards in math in grade 11. 74.0% of the students enrolled at Upper Mississippi Academy Upper School as of 10/1/18 who participate in all state accountability tests (MCA/MTAS) will earn an achievement level of Meets the Standards or Exceeds the Standards in reading in grade 10.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Math: • Grade 6: 37.5% met/exceeded • Grade 7: 35.9% met/exceeded • Grade 8: 47.5 % met/exceeded • Grade 11: 35.0% met/exceeded Reading • Grade 6: 78.8% met/exceeded • Grade 7: 61.4% met/exceeded • Grade 8: 58.1% met/exceeded • Grade 10: 88.9% met/exceeded

Goal Status

Check one of the following:

Met Some (multiple goals)

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Previous years reading and math scores were used to help establish goals for the 2018-19 school year. For MCA Math scores in grades 6-8 in 2019: 43% of white students were proficient, 34% of Latino students were proficient, No data for black students or students from 2 or more races as less than 10 students took test. For MCA Reading scores in grades 6-8 in 2019:68.9% of white were proficient, 58.3% of Latino students were proficient. No data for black students or students from 2 or more races as less than 10 students took test.

For MCA Math scores in grade 11 in 2019

Groups tested were too small (less than 10) to disaggregated by race.For MCA Reading scores in grade 10 in 2019.

Groups tested were too small (less than 10) to disaggregated by race.

UMA works to provide students with collaborative and authentic experiences around academic standards. In general, the strategies are implemented at all grades. Although we are making progress towards goals, we still have discrepancy between groups. Additionally, UMA's SPED population is higher than state averages. Our SPED teachers work closely with Gen Ed teachers to address individual needs.

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

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

- 90% of our continuously enrolled high school students will be on track to graduate in 4 years

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

- Less than 10% of High School students are not on track based on credits

Goal Status

Check one of the following:

Goal Met (one 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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

- Our school counselor is working closely with all high school students to ensure they are taking needed courses towards graduation.
- 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.

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?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

Achievement & Integration

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 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, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576446176_5df6a8e0482441.61040229&sg_navigate=start