

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

4210-07 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

Amy Erickson

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

6512855586

WBWF Contact Email

amy.erickson@umissacademy.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://umissacademy.org/downloads/>

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. Report on this measure for the 2019-2020 school year.

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.

April 2020 - cancelled due to COVID-19

World's Best Workforce

District Advisory Committee

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

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

Arslan Aziz

Role in District

Co-Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Chad Lauber

Role in District

School Board/Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Amy Elverum

Role in District

Director of Special Education

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Deb Paulsrud

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Eva Ngonu

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

TBD

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mark Dallmann

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sally Spreeman

Role in District

Support Staff

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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 and then presented to the school board.

UMA has very few inexperienced teachers and they are mentored by strong, experienced teachers. All teachers teach in teams and no teams have an overbalance of inexperienced teachers.

Teams constantly examine academic rigor as it relates to struggling students so that there is a constant balance and review.

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?

(200 word limit)

UMA has a population of 8% Black students, 15% Latino students, 2% Asian students and less than 1% Native American students.

We continue to seek licensed staff in the racial and ethnic groups of Hispanic and Asian heritages. We are a growing school and will be adding licensed teachers in multiple subject areas over the next few years.

UMA has increased our licensed staff of Asian identity and decreased our number of white licensed staff. As a result, we have 14% of licensed teachers of color. We currently have 23% students of color. UMA seeks to continue to improve our representation of racial and ethnic groups within our licensed teaching staff.

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)

UMA has explored the option of a supported educator development program through St. Thomas University. One of our paraprofessionals has applied to an educator licensing program and we will craft their working schedule to accommodate the coursework necessary to complete the program. Intentional recruitment by entering agreements with strong student preparation programs.

UMA is committed to hiring licensed staff in SY20-21 and to hire teachers of color with a focus on teaching experience and licensure.

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.

Middle School Math The percentage of students enrolled at least half a year in grades 6, 7 and 8 at Upper Mississippi Academy who earn achievement levels of "Meets the Standards" or "Exceeds the Standards" on all state accountability tests (MCA/MTAs) in math will increase from 39.3% in 2019 to 45.0% in 2020. Reading Middle School The percentage of students enrolled at least half a year in grades 6, 7 and 8 at Upper Mississippi Academy who earn achievement levels of "Meets the Standards" or "Exceeds the Standards" on all state accountability tests (MCA/MTAs) in reading will increase from 65.1% in 2019 to 70.0% in 2020. Reading Upper School The percentage of all students enrolled in grade 10 at Upper Mississippi Academy for at least half a school year who earn achievement levels of "Meets the Standards" or "Exceeds the Standards" on all state accountability tests (MCA/MTAs) in reading will increase from 86.2% in 2019 to 87.0% in 2020. Math Upper School The percentage of all students enrolled in grade 11 at Upper Mississippi Academy for at least half a school year who earn achievement levels of "Meets the Standards" or "Exceeds the Standards" on all state accountability tests (MCA/MTAs) in mathematics will be 50.0% in 2020.

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:

Unable to report

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)

Previous years reading and math scores were used to help establish goals for the 2019-20 school year. In 2018-19 • 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.

NEED disaggregated data

Unable to report

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 2019-20 school year.

Students will have monthly opportunities for exposure, guidance and support in career and college exploration. The HS Counselor will develop a communication system to support all aspects of career and college readiness with students and households.

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."

Monthly opportunities were offered throughout SY19-20. April and May were offered in a virtual or 1:1 format due to COVID-19. Development in progress as part of a multi-year goal for implementation.

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)

Student and Parent surveys were used to identify needs and create goals in this area.

● 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.

The guidance counselor works with students/households on access to PSEO opportunities to further their education.

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.

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

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."

25/25 continuously enrolled UMA students completed their requirements for graduation from UMA.

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?

(Narrative is required. 200 word limit)

SY19-20 is the first time that students who attended grades 6 - 12 graduated from UMA. Data regarding progress, accessibility to required and elective courses was monitored.

● Our school counselor is working closely with all high school students to ensure they are making adequate progress towards graduation.

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=1607981222_5fd7d8a6938e62.68348407&sg_navigate=start](http://survey.alchemer.com/s3/5822165/7ff22aa74a8f//?snc=1607981222_5fd7d8a6938e62.68348407&sg_navigate=start)**