

Upper Mississippi Academy: 4210-07

2020-21 World's Best Workforce (WBWF) Summary

District or Charter Name: Upper Mississippi Academy

Grades Served: 6 - 12

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World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) 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.

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year.

UMA did not hold an annual meeting during SY20-21 as a result of the Covid-19 pandemic.

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.

- UMA Community involvement and response was gathered in the form of surveys in SY20-21. This was due to the restrictions of the pandemic.
- Surveys were offered to stakeholders in August 2020, March 2021, May 2021, and June 2021.

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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.

Respond to the questions below.

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?
- 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 strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- Continued recruitment of experienced teachers. Our goal is to retain all strong existing teachers so that we have experienced teachers familiar with UMA.

WBWF also 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?
Limit response to 200 words.
- UMA has a population of 7.6% Black students, 14.5% Latino students, 3.5% Asian students, less than 1% Native American students, and 9.3% students who identify as two or more races.
- UMA has increased the percentage of both the Ethnic/Racial diversity of the student body and of the staff in SY20-21. This has resulted in the decrease of the percentage of the student body and of the staff who identify as white.

Staff Diversity Chart SY20-21:

| Ethnic/Racial Identity | Licensed Teaching Staff 28 | Total Staff 57 | Increase |
|------------------------------|----------------------------|----------------|-------------------------|
| Black | 1 | 2 | Same as 2019-2020 |
| Native | 1 | 1 | Same as 2019-2020 |
| Asian | 1 (sub) | 1 | Same as 2019-2020 |
| Hispanic | 1 | 3 | Increase from 2019-2020 |
| White | 24 | 50 | Decrease from 2019-2020 |
| Percentage of staff of color | 14.3% | 12.3% | Increase from 2019-2020 |

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district?

- We continue to seek licensed staff in a broad spectrum of racial and ethnic groups. We are a growing school and have been able to add licensed teachers and support staff in a variety of areas. This year we were able to add a teacher of Hispanic heritage.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2020-21 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. Please fill out the table below with your specific SMART goals.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|---|---|---|
| <p>Provide the established SMART goal for the 2020-21 school year.</p> <p>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 2021.</p> <p>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 2021.</p> <p>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 2021.</p> <p>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</p> | <p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Not able to measure with fidelity.</p> <p>Huge variance of the number of students in each grade level that participated in MCA testing due to Covid-19.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p>*Unable to fully report.</p> |

| Goal | Result | Goal Status |
|---|--------|-------------|
| achievement levels of “Meets the Standards” or “Exceeds the Standards” on all state accountability tests (MCA/MTAs) in mathematics will be 50.0% in 2021. | | |

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

- 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?

It was difficult to set SMART goals as the data was skewed for MCAs in Spr of 2020. UMA kept the same goals – so they became multi-year goals. There was great variance in the number of students that took the MCA tests in each grade level. Therefore – results are unreliable. Our general trend shows a hold at the level of achievement and in some areas increase.

In addition, CBM Monitoring and staff observational data are used to provide progress data for student achievement.

All Students Career and College-Ready by Graduation

| Goal | Result | Goal Status |
|---|---|---|
| <p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Students will have monthly opportunities for exposure, guidance and support in career and college exploration.</p> <p>The HS Counselor will develop a communication system to support all aspects of career and college readiness with students and households.</p> | <p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Monthly opportunities were offered throughout SY20-21. A variety of formats were offered, virtual, 1:1, small group, medium group due to COVID-19 restrictions.</p> <p>Development in progress as part of a multi-year goal for implementation.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

- 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?
- 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.
- All students are incorporated into these opportunities, no disaggregated data available.

All Students Graduate

| Goal | Result | Goal Status |
|--|--|--|
| <p>Provide the established SMART goal for the 2020-21 school year.</p> <p>90% of continuously enrolled high school students will be on track to graduate in 4 years.</p> | <p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>23/24 continuously enrolled UMA students completed their requirements for graduation from UMA.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

- 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?

SY 20-21 is the second consecutive graduating class for 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.
 - The guidance counselor works with students/families who need to take credit recovery classes in the summer on where and how to enroll. UMA will also accept returning seniors (5th year) that need to complete course work due to adverse impacts of the pandemic.
- The guidance counselor works with students/households on access to PSEO opportunities to further their education.

UMA is not required to submit the Achievement and Integration (A&I) Progress Report.

Questions can be directed to info@umissacademy.org