![Minnesota Department of Education logo] **DEPARTMENT OF EDUCATION**

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Math and Science Academy

Grades Served: 6-12

WBWF Contact: Thomas Johnston

Title: Assistant Director

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Email: tjohnston@mnmsa.org

A and I Contact: _____

Title: _____

Phone: _____

Email: _____

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

☐ Yes   ☑ No

[List of districts with a Minnesota Department of Education (MDE) approved Achievement and Integration plan during the 2019-20 school year](#).

This report has three parts:

- [WBWF:](#) Required for all districts/charters.
- [Achievement and Integration:](#) Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#)**:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-20) 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.

- http://www.mnmsa.org/bod/annual_reports?dir=%2F&file=Annual+Report+19-20.pdf

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2019-20 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.

- The annual public meeting was held on February 11, 2020.

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.

Complete the list of your district advisory committee members for the 2019-20 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)
Tom Johnston	Administration	
Emily Graveen	School Counselor	
Kirstin Knutson	School Counselor	
Annette Smith	Parent	
Emily Miller	Parent	
Satya Veluri	Parent	
Krishna Vishnubhatla	Parent	
Shelley Walters	Parent	

Equitable Access to Excellent and Diverse Educators

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.

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.
  - o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
  - o Who was included in conversations to review equitable access data?
    Narrative is required, limit response to 200 words.
    - School administration is involved in conversations concerning equitable teacher access. Due to the small teacher pool and restrictions from scheduling, these discussions usually occur in the spring prior to the next school year.
    - Due to the small teacher pool that the school has and how students in each grade are assigned to the same teachers, MSA has one small equitable access gap. We looked at demographic data and teacher assignment data to determine that the small gap existed. In most areas, there is only one teacher teaching a specific course of study.
    - The school will continue to schedule students of color, American Indian students, and students from low income families with experienced, effective and in-field teachers when possible.
    - MSA currently has three out-of-field teachers out of 35 because no other qualified candidates could be found due to COVID-19 hiring challenges. This represents approximately 9% of the teaching staff.
    - MSA currently has five inexperienced teachers out of 35, or approximately 14% of licensed staff.
    - Low-income students who wish to participate in activities are allowed to participate in the activities of their choice regardless of their official economic indicator status or ability to pay.
  - o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
    Narrative is required, limit response to 200 words.
    - There were three cases of inexperienced or out-of-field teachers having the same courses as experienced and in-field teachers. In two of the three situations, the experienced and in-field teachers had a greater percentage of students of color and low income students than the inexperienced or out-of-field teacher. In the third case, the discrepancy was small and would have been offset had two students of color or two low income students switched sections.
    - MSA had a low (two student) difference in equitable access gap for the 2018-2019 school year and no equitable access gap the year prior. That being said, MSA will continue to monitor equitable access to experienced and in-field teachers and will ensure that the equitable access gap does not rise.

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.

    o 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?
    Narrative is required, limit response to 200 words.
        - MSA currently does not have any teachers of color or American Indian descent.
        - MSA would need to hire approximately six teachers of color and zero teachers of American Indian descent to represent the student body.

    o 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?
    Narrative is required, limit response to 200 words.
        - When job openings exist, MSA advertises for jobs in multiple locations, using multiple services. MSA is careful to advertise the job openings to attract as diverse of a candidate pool as possible
        - MSA is committed to finding qualified candidates to create a diverse teaching staff that represents our student body
        - In 2019, MSA created a "Recruiting Diverse Staff Taskforce", which is comprised of administration, teachers, staff, and MSA parents.

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 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

Goal	Result	Goal Status
		Check one of the following: ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ **District/charter does not enroll students in kindergarten** ☐ Unable to report

Narrative is required; 200-word limit.
- MSA does not enroll students in kindergarten.

- 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 Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
		Check one of the following: ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ **District/charter does not enroll students in grade 3** ☐ Unable to Report

Narrative is required; 200-word limit.
- MSA does not enroll students in third grade.

- 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? _____

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
• Black/African American students at MSA (all grades) will have a proficiency rate of 80% (meets or exceeds) or better by 2023 as measured by the MCA math test. MSA will make a minimum increase of 4% per year to meet this goal. (66% in 2019) • Black/African American students at MSA (all grades) will have a proficiency rate of 87% (meets or exceeds) or better by 2023 as measured by the MCA reading test. MSA will make a minimum increase of 4% per year to meet this goal. (69% in 2019)	*Unable to report due to COVID-19*	*Check one of the following:* ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ **Unable to Report**

Narrative is required; 200-word limit.

- Unable to report due to COVID-19

- 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 Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
• On the ACT test, Each of the 4 core subject tests will show that 85% MSA seniors are ready for college-level coursework as measured by the ACT test and reported on the College Readiness Letter received by MSA.	*Unable to report due to COVID-19.*	***Check one of the following:*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ **Unable to Report**

Narrative is required; 200-word limit.

- MSA is unable to report due to COVID-19.

- 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 Students Graduate

Goal	Result	Goal Status
All seniors who begin the year at MSA will graduate in the spring of 2020.	Goal not met. MSA graduated 57 of 60 seniors who started their started their senior year at MSA.	*Check one of the following:* ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ District/charter does not enroll students in grade 12 ☐ Unable to Report

Narrative is required; 200-word limit.

- Of the 60 students, two continued in another district for transition services and one did not complete enough credits to graduate.
- MSA's graduation rate in the last five years has been between 90 and 100%

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Although we want every student to graduate on time, this is the first time in five years that a student has not graduated due to a lack of credits. All other students who did not graduate in the past continued their education through transition services.
- What strategies are in place to support this goal area? Given our small size, MSA is able to support all high school students, but especially juniors and seniors, on their path to graduation. MSA's high school counselor meets with all juniors and seniors to make sure their course progression is on track. If necessary, MSA provides interventions and supports to help students graduate on time.