



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

**District or Charter Name:** St. Michael-Albertville ISD#0885

**Grades Served:** Early Childhood - Grade 12 **WBWF Contact:** Teri Johnson

**Title:** Director of Teaching & Learning

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**A and I Contact:** N/A

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

Yes

No

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 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

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

**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 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.
- Provide the direct website link 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.

- The public meeting for the WBWF Report was September 16, 2019.

## 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.

Complete the list of your district advisory committee members for the 2018-19 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)
Tammy Beack	Parent & Staff Member	
Kinsey Essler	Guidance Counselor	
Terese Gammell	Community Member	
Natalie Harber-Welle	Parent & Teacher	
Chris Harnett	Parent	
Alyssa Haugen	Teacher	
Teri Johnson	Director of Teaching & Learning	
Shari Ledahl	Curriculum Coordinator	
Kelly Olson	Parent	
Carla Pearson	Parent	
Amanda Ranweilier	Parent	
Hollie Saville	School Board Member	
Carol Steffens	School Board Member	
Mindy Swanson	Teacher	
Kristin Tallarigo	Parent	

## Equitable Access to Excellent and Diverse Educators

**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. Limit response to 400 words.**

- 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?

### **District Response:**

The STMA district reviews equitable access data on an annual basis with the Superintendent, building principals and the designated district human right officer/human resources. In aggregate, the district quantitatively has very few ineffective, inexperienced, or out-of-field teachers meeting the definitions provided above. Similarly, the district has a relatively small population of students of color, American Indian students, and/or students from low income families. Each building principal reviews quantitative building data about staff and students, and is encouraged to engage in periodic qualitative assessments to ensure that the few overall ineffective teachers identified in each building are not disproportionate and/or creating identifiable equitable access gaps. The District has a practice of

engaging in ongoing conversations about issues such as equitable access and taking remedial measures when warranted or patterns emerge.

- What equitable access gaps has the district found?
- What are the root causes contributing to your equitable access gaps?

**District Response:**

As noted, due to the low overall numbers of these populations, building principals and their respective administrative teams continue to follow neutral administrative assignment practices and assign effective, experienced, and in-field teachers to all student populations. Annually, these principals file a report reviewing this data to verify the equitable access outcomes from these practices.

To date, the District has been unable to causally connect with any reasonable degree of certainty any equitable access gaps, in part, due to the low overall number of students of color or American Indian students in the District. However, as our certified staff and student populations continue to grow, evolve and change, equitable access gaps may be more likely to develop requiring administrative intervention.

- 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?

**District Response:**

The district is engaged in a multi-faceted strategy to improve student equitable access. First, the District is focusing a considerable amount of time and resources in initiating a campus-wide, multi-year, focused organizational discussion about equity with the aim being to increase individual and organizational awareness about equity issues and challenges. Second, the District continues to invest significantly in hiring, growing and retaining licensed teachers. As a result, proportionally speaking, we have very few out-of-field teachers and, on average, our probationary teachers make up 5% or less of all overall teaching staff. Our district goal is to continue to keep the overall staff population of ineffective, inexperienced, and/or out-of-field teachers as low as possible to ensure that the teaching assignments of anyone in this pool are proportional in impact on all students populations to the degree the District can exercise control over such circumstances.

**WBWF Requirement:** 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?

**District Response:**

STMA has approximately 6400 students. 4% of our students are Black or African-American, 2% are identified as Asian, 3% are Hispanic. Approximately 885 of our student population are identified as Caucasion. Currently, 2% or less of our approximate 426 teachers would self-identify as belonging to an ethnic or racial group other than Caucasion. We currently have no teachers who self-identify as American Indian and less than 1% of our teachers are Black or African-American. The district would need to increase our licensed teaching staff to 12% staff of color or American Indian to reflect or mirror the larger student population.

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

**District Response:**

The root cause contributing to lack of student access to diverse teachers is a low overall number of teachers of color and American Indian teachers. Historically, and as an extension of human resources recruitment strategy, it has been challenging to attract racial or ethnically diverse teachers into our District as we are not otherwise able or permitted to differentiate pay or benefits to recruit teachers of color or American Indian teachers outside the scope of our collective bargaining agreement pay scale and current salaries are not high enough to attract a larger pool of diverse candidates to our District. The superintendent, district administrative team and Human Resources continue to employ consistent hiring and recruitment practices designed to ensure equal opportunity while exploring ways to structurally broaden its hiring outreach while operating within reasonable budgetary and cost restraints.

- 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?

**District Response:**

The District's low overall number of teachers in certain demographic populations continues to present a challenge to the District in providing student access to teachers who reflect the diversity of students. The Superintendent and District administrative team, including Human Resources, continue to employ consistent hiring and recruitment practices designed to ensure equal opportunity, continue to explore ways to structurally broaden its hiring outreach within reasonable expense limitations to communicate with diverse audiences, and continue to operate with appropriate sensitivity to this issue.

**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.

- 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
The percentage of all students in kindergarten in the St. Michael-Albertville School District who met the Letter Sound benchmark of 5 letter sounds will increase from 47.7% in the fall of 2018 to 50% in the fall of 2019 as measured through the Letter Sound assessment administered through the Early Reading Assessment provided by the Fastbridge Learning Company.	The percentage of all students in kindergarten in the St. Michael-Albertville School District who met the Letter Sound benchmark of 5 letter sounds in the fall of 2018 as measured through the Letter Sound assessment administered through the Early Reading Assessment provided by the Fastbridge Learning Company was 48.0%.	<p><b>Check one of the following:</b></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 checked="" 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><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

#### Narrative (200-word limit)

- In 2018-2019, STMA used the Fastbridge Learning Company's Early Reading Assessment Letter Sound Benchmark to measure kindergarten readiness. . After a comprehensive review of this data, Early Childhood and Kindergarten Readiness staff made the recommendation to use the Minneapolis Preschool Screening Instrument (MPSI-R) to measure kindergarten readiness. The MPSI-R is a comprehensive assessment tool that includes cognitive development, speech and language, fine and gross motor and social/emotional skills. The volume of children screened and the MPSI-R's assessment of the overall development of children supports the district's kindergarten readiness goal. Moving forward, STMA will establish baseline data in 2019-2020 using the MPSI-R. Therefore, we are in a transition year and in the process of establishing baseline data to measure school readiness.
- Preschool and kindergarten teachers work together to evaluate behavioral and academic readiness indicators. Teachers provide targeted support to students based on individual student needs. Student progress towards school readiness is assessed on a consistent basis.
- Strategies are implemented with fidelity and supported under our comprehensive assessment review process.
- PLC teams at the early childhood and kindergarten level consistently work together to implement best practice strategies in providing targeted support to students as they progress towards school readiness.

### All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percentage of all students enrolled in grade three in St. Michael-Albertville Public Schools who met the Third Grade Literacy proficiency benchmark as measured by the Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) will increase from 79.3% in 2017-2018 school year to 80.3% in the 2018-2019 as reported by School Improvement Assessment Report.</p>	<p>The percentage of all students enrolled in grade three in St. Michael-Albertville Public Schools who met the Third Grade Literacy proficiency benchmark as measured by the Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) in the 2018-2019 was 76.2%.</p>	<p><b>Check one of the following:</b></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 checked="" 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><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

**Narrative** (200-word limit)

- STMA uses MCA-III Reading, MTAS Reading, and Access assessment data to determine if third grade students are meeting the literacy proficiency benchmark. This student data is disaggregated by a number of student groups including: English Learners, Non English Learners, Free and Reduced, Non Free and Reduced, Racial/Ethnicity, Special Education, and Gender.
- Data from assessments in grades K-3 is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement including high potential placement, determine reading intervention needs, diagnose learning difficulties, determine state/federal accountability, guide professional development needs, and inform parents of student progress.
- Strategies are implemented with fidelity and supported under our comprehensive assessment review process.
- PLC teams consistently work together to implement best practice strategies in providing targeted support to students as they progress towards meeting third grade literacy benchmarks.

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>FRPL</p> <p>Math Goal: The proficiency gap between the non-FRP and FRP students enrolled in grades three through eight and eleven at St. Michael-Albertville School District in math as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 15.4% in 2018 to 14.4% in 2019 by increasing the percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-FRP students increase proficiency in math from 78.2% in 2018 to 79.2% in 2019.</p> <p style="padding-left: 40px;">FRP students increase proficiency in math from 64.1% in 2018 to 65.6% in 2019.</p> <p>Reading Goal: The proficiency gap between the non-FRP and FRP students enrolled in grades three through eight and ten at St. Michael-Albertville School District in reading as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 13.5% in 2018 to 12.5% in 2019 by increasing the percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-FRP students increase proficiency in reading from 75.3% in 2018 to 76.3% in 2019.</p> <p style="padding-left: 40px;">FRP students increase proficiency in reading from 61.8% in 2018 to 63.8% in 2019.</p>	<p>FRPL</p> <p>Math Results: The proficiency gap between the non-FRP and FRP students enrolled in grades three through eight and eleven at St. Michael-Albertville School District in math as measured by the Minnesota North Star Report (includes MCA-III and MTAS) was 18.4. The percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-FRP students proficiency in math changed from 78.2% in 2018 to 76.3% in 2019.</p> <p style="padding-left: 40px;">FRP students proficiency in math changed from 64.1% in 2018 to 57.9% in 2019.</p> <p>Reading Results: The proficiency gap between the non-FRP and FRP students enrolled in grades three through eight and eleven at St. Michael-Albertville School District in reading as measured by the Minnesota North Star Report (includes MCA-III and MTAS) was 16.4. The percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-FRP students proficiency in reading changed from 75.3% in 2018 to 77.2% in 2019.</p> <p style="padding-left: 40px;">FRP students proficiency in reading changed from 61.8% in 2018 to 60.8% in 2019</p> <p>SPED</p> <p>Math Results: The proficiency gap between the students</p>	<p><b>Check one of the following:</b></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 type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

<p>SPED</p> <p>Math Goal: The proficiency gap between the students who qualify for special education and students who do not qualify for special education enrolled in grades three through eleven at St. Michael-Albertville School District in math as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 37.7% in 2018 to 36.7% in 2019 by increasing the percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-Special Ed. students increase proficiency in math from 80.7% in 2018 to 81.7% in 2019.</p> <p style="padding-left: 40px;">Special Education students increase proficiency in math from 43.0% in 2018 to 45.0% in 2019.</p> <p>Reading Goal: The proficiency gap between the students who qualify for special education and students who do not qualify for special education enrolled in grades three through eight and ten at St. Michael-Albertville School District in reading as measured by the Minnesota North Star Report (includes MCA-III and MTAS) will decrease from 32.6% in 2018 to 31.6% in 2019 by increasing the percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-Special Ed. students increase proficiency in reading from 77.6% in 2018 to 78.6% in 2019.</p> <p style="padding-left: 40px;">Special Education students increase proficiency in reading from 45.0% in 2018 to 47.0% in 2019.</p>	<p>who qualify for special education and students who do not qualify for special education enrolled in grades three through eleven at St. Michael-Albertville School District in math as measured by the Minnesota North Star Report (includes MCA-III and MTAS) was 30.2. The percent proficient of the groups as follows:</p> <p style="padding-left: 40px;">Non-Special Ed. students proficiency in math changed from 80.7% in 2018 to 77.5% in 2019.</p> <p style="padding-left: 40px;">Special Education students increase proficiency in math changed from 43.0% in 2018 to 47.3% in 2019.</p> <p>Reading Results: The proficiency gap between the students who qualify for special education and students who do not qualify for special education enrolled in grades three through eight and ten at St. Michael-Albertville School District in reading as measured by the Minnesota North Star Report (includes MCA-III and MTAS) was 35.9. The percent proficient of the groups as follows</p> <p style="padding-left: 40px;">Non-Special Ed. students increase proficiency in reading changed from 77.6% in 2018 to 79.3% in 2019.</p> <p style="padding-left: 40px;">Special Education students increase proficiency in reading changed from 45.0% in 2018 to 43.4% in 2019.</p>	
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**Narrative** (200-word limit)

- The district identified the Free & Reduced Priced Lunch student group as it is the largest student group in the district. Data was disaggregated by students who qualify for FRPL and those who do not.
- The district utilizes benchmark/screening assessments to identify students needing support (progress monitoring & intervention courses). The district also added reading and math interventionists at the high school level.
- All students grades Pre-K through grade 10 participate in benchmarking/screening. Students identified as performing below grade level receive intervention programming.
- The district utilizes subsequent benchmarking/screening to monitor growth.

## All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Pre-ACT: The percentage of all students in grade ten in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 18 as measured by the Pre-ACT assessment will increase from 65.5% in the 2017-2018 school year to 66.5% in the 2018-2019 school year</p> <p>ACT: The percentage of all students in grade twelve in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 21 as measured by the ACT assessment will increase from 65.4% in the 2017-2018 school year to 66.4% in the 2018-2019 school year as reported through the ACT District Profile.</p>	<p>Pre-ACT: The percentage of all students in grade ten in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 18 as measured by the Pre-ACT assessment was 65.9% in the 2018-2019 school year.</p> <p>ACT: The percentage of all students in grade twelve in the St. Michael-Albertville School District who met the Career and College Readiness benchmark composite score of 21 as measured by the ACT assessment was 52.0% in the 2018-2019 school year as reported through the ACT District Profile.</p>	<p><b>Check one of the following:</b></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 type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

### Narrative (200 word limit)

- The district continues to monitor strand data in each of the assessments to ensure all students are prepared for rigorous college coursework.
- PLC time is allocated to allow content area teams to look at specific stand data. This data is then used by staff to better target students with needs.
- PLCs meet on a weekly basis to continuously look at student data to modify/adjust coursework to best meet the needs of their students.
- With the Pre-ACT just being implemented, the district has begun to extrapolate data from this assessment to identify courses which have shown to increase student achievement on the ACT exam which the district uses to identify college/career readiness.

## All Students Graduate

Goal	Result	Goal Status
<p>2019 Goal: The percentage of all students in grade twelve in the St. Michael-Albertville School District who have completed all high school graduation requirements in four years will increase from 94.64% (Class of 2017) to 95.64% (Class of 2018) as reported by the Minnesota North Star Report.</p>	<p>The percentage of all students in grade twelve in the St. Michael-Albertville School District who have completed all high school graduation requirements in four years was 94.98% (Class of 2018) as reported by the Minnesota North Star Report.</p>	<p><b>Check one of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On Track (multi-year goal)</li> <li><input type="checkbox"/> Not On Track (multi-year goal)</li> <li><input type="checkbox"/> Goal Met (one-year goal)</li> <li><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</li> <li><input type="checkbox"/> Met All (multiple goals)</li> <li><input type="checkbox"/> Met Some (multiple goals)</li> <li><input type="checkbox"/> Met None (multiple goals)</li> <li><input type="checkbox"/> District/charter does not enroll students in grade 12</li> </ul>

### Narrative (200-word limit)

- The new Northstar Report gives a breakdown of student groups not meeting the graduation criteria on which the district can focus.
- The counseling department at the high school support students by ensuring they are maintaining a course trajectory (credits) that will ensure students will meet graduation criteria in four years.
  - Students not on track are offered Extended Day options to meet credit recovery criteria.
  - Administration monitors attendance/discipline of students. Then work with counselors for appropriate programming (possible ALP placement) to ensure success/graduation.
  - Administration utilizes the MEIRS system to help identify students who may be at risk of not graduating.
- According the MN Northstar report, in 2019 the district has a 97.61% seven year graduation rate.
- Many students are attaining graduation status subsequently after his/her cohort has graduated. The district's five, six and seven year graduation rates increase each year, showing the increase in students obtaining graduation requirements.