

# 2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Success Academy, 4232

Grades Served: K-6

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Title: Director of Instruction

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A and I Contact**:** Enter name.

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New this year! This is MDE’s first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World’s Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2019,** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

## 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.

| <https://docs.wixstatic.com/ugd/287938_e1019f829a2442848341001062a55bc6.pdf> |
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## 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.

| * *Success Academy’s annual public meeting was Wednesday, May 22, 2018* |
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## 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 2017-18 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) |
| --- | --- | --- |
| Larry Ronglien | Director of Instruction |  |
| Magdy Rabeaa | Executive Director |  |
| Tanner Goslin | Board member |  |
| Idil Farah | Parent |  |
| Judi Ali-Sinner | EL teacher |  |
| Joseph Lopez | Special Education teacher |  |
| Ahmed Hudle | Dean of Students |  |
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## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

| *Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*   * *Equitable Access to Experienced, Effective, and In-Field Teachers*   •The district has ongoing conversations about equitable access. The Board, the Executive Director, Director Instruction, parent advisory are all involved in the discussion.  •The school has been able to find and employ in field teachers across the entire school. For 19 20 there are no teachers on variance or out of field licenses.  •The school has ongoing professional learning that focuses on best practice for teaching in general as well as strategies and approaches for EL learners. Success Academy has also been working with a cultural specialist who has been advising our teachers and school about how to outreach to our Somali community (The school is more than 98% Somali students.) We have also done some work around being trauma informed to assist our students who have had major life events impact them.  •As part of our staff development and teacher review process we have included vocabulary instruction and strategies as a way to close gaps. As a result of our NWEA scores, our ACCESS scores and our MCA outcomes we believe the vocabulary instruction is vital to helping our students grow. Success Academy has also been working on both total participation strategies and using short cycle assessments and data reviews to inform our teachers and develop each learner. For our vocabulary work we are using Marzano’s strategies for vocabulary instruction, and we are using the Steve Ventura data team process.  •The Success Academy Board and Executive Director are working to hire teachers that are qualified and who are of Somali origin. For 18 19 we were able to hire three teachers of color with one being of Somali background. The Executive Director networks with other school leaders as well as local community members to find people of color who may add to Success Academy’s staff. |
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## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](https://education.mn.gov/MDE/dse/account/res/).

## 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

| WBWF Goal **Only**  WBWF/A&I Goal | **Result** | **Goal Status** |
| --- | --- | --- |
| *During the 19 20 school year Success Academy had 64% of students who were 5 years old as of September 1. The district policy is that all students must be 5 by October 15. Our goal for 20 21 is to reach 90% of students being 5 on the first day of school as measured by the student census on the first day of school in August, 2020.* During the 19 20 school year Success Academy had 59% of students who were early childhood screened before school started. Our goal for 20 21 is to reach 90% of students to be early childhood screened as measured by enrollment data on the first day of school in August, 2020. | *Comment: Success Academy did not set a goal around these areas for 17 18. We were not aware of what the Department wanted for this area. We are now aware and are setting plans in motion to address this for 20 21. As a result we are sharing with you our baseline data from this year in the left column.* | *Check* ***one*** *of the following:*  ***Multi-Year Goal:***  On Track  Not On Track  ***One-Year Goal***  *Goal Met*  *Goal Not Met*  *District/charter does not enroll students in kindergarten* |

| *Bulleted narrative is appreciated. 200-word limit.*   * *Success Academy’s parent liaison is outreaching to parents of students who are enrolled at the school for Kindergarten to help parents understand the need for early childhood screening and to provide information about community agencies who can provide this support. The parent liaison will contact all prospective parents of enrollees for grade K and get them information on where to be early childhood screened in their communities prior to the first day of school. The school will do a kindergarten round up where this information will be provided to parents for those enrollees who have not already been screened.* * *Success Academy has outreached to the Pond Center (an agency with Bloomington Public Schools) to ensure that our families are able to use the services on behalf of their children.* * *Occasionally we have late enrollees who are new to country, which may mean they start school before having the screening.* |
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### All Students in Third Grade Achieving Grade-Level Literacy

| WBWF Goal **Only**  WBWF/A&I Goal | **Result** | **Goal Status** |
| --- | --- | --- |
| The percentage of students enrolled in third grade for at least ½ the school year at Success Academy who are proficient on the Minnesota reading accountability tests will increase from 36% in 2018 to 39% in 2019. | *According to benchmark reports published on Pearson Access Next 35% of our third grade students were meeting or exceeding on the MCA and MTAS reading assessments for 18 19.*  *67% of our third grade students met their NWEA reading growth targets for 18 19.* | *Check* ***one*** *of the following:*  ***Multi-Year Goal:***  On Track  Not On Track  ***One-Year Goal***  *Goal Met*  *Goal Not Met*  *District/charter does not enroll students in grade 3* |

| *Bulleted narrative is appreciated. 200-word limit.*   * *Success Academy uses NWEA, ACCESS, MAP Reading Fluency and teacher made assessments to provide ongoing data information to help direct instruction. In addition, we have used the MCA benchmark reports to guide overall grade level work and pinpoint areas for instructional improvement year to year.* * *We are using EL instructional strategies (based on student needs / skills from ACCESS screening / testing). Based on teacher surveys across the school we are using the Marzano Six Vocabulary steps to guide our vocabulary work.* * *We are learning as we go. Each cohort of students (between 15 – 25 students) presents their own challenges. We use teacher collaboration between grade levels to learn more about our students that advance year to year.* * *We expect to see growth on NWEA as well as teacher made assessments ongoing throughout the year. This is monitored through NWEA data meetings during PLC times following completion of the testing. For teacher made assessments we do bi-weekly data meetings for review of pre, mid and post assessments.* |
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### Close the Achievement Gap(s) Between Student Groups

| WBWF Goal **Only**  WBWF/A&I Goal | **Result** | **Goal Status** |
| --- | --- | --- |
| Success Academy has three student groups, EL learners (65% of students at SA are EL) and African American (99% of students at SA at African American) and Free and Reduced Lunch students (75% of students at SA are F and R lunch.)  The percentage of EL students who are enrolled at SA for at least ½ of the school year who are proficient on the MCA and MTAS (grades 3-6) will increase from 14.3% in 2018 to 17.3% in 2019. (Reading assessments)  The percentage of African American students who are enrolled at SA for at least ½ of the school year who are proficient on the MCA and MTAS (grades 3-6) will increase from 34.9% in 2018 to 37.9% in 2019. (Reading assessments)  The percentage of free and reduced lunch students enrolled at SA for at least ½ of the school year who are proficient on the MCA and MTAS (grades 3-6) will increase from 35.6% in 2018 to 38.6% in 2019. (Reading assessments) | *Success Academy EL students scored 13.7% meeting and exceeding on the MTAS and MCA reading assessments in 2019.*  *Success Academy African American students scored 28% meeting and exceeding on MTAS and MCA reading assessments in 2019.*  *Success Academy free and reduced lunch students scored 28.6% meeting and exceeding on MTAS and MCA reading assessments in 2019.* | *Check* ***one*** *of the following:*  ***Multi-Year Goal:***  On Track  Not On *Track*  ***One-Year Goal***  *Goal Met*  *Goal Not Met* |

| *Bulleted narrative is appreciated. 200-word limit.*   * *Success Academy reviews standardized testing outcomes as well as standards based curriculum based measures to understand student progress throughout the year. We use MCA data in two ways: To look standard data for our teachers to learn areas that need more attention by grade and to look at individual student reports as students start the next grade as a data point for starting with students. In addition Success Academy uses ACCESS data – both screening at the start of the year and ACCESS test data to look student by student at “can do” skills and needs. Success Academy uses NWEA and MAP Reading Fluency to also assess each individual student so that teachers can better prepare curriculum.* * *The school uses both push in and pull out for our EL learners with a licensed EL teacher. In reviewing our data (both formal testing data and teacher observed data) we are using Marzano’s Six Vocabulary Steps to develop student vocabulary knowledge both in academic language, content specific language and everyday word usage.* * *Teachers are being monitored during both informal and formal observations on vocabulary instruction. In addition, the school has been using our PLC time to look at student data in vocabulary, comprehension and fluency. This process gives us an ongoing picture of student development.* * *Through the use of teacher made, standards based assignments and assessments, our teachers are gathering information that is shared bi-weekly on student progress. This allows us as a staff to be nimble in our RTI work.* |
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### All Students Career- and College-Ready by Graduation

| WBWF Goal **Only**  WBWF/A&I Goal | **Result** | **Goal Status** |
| --- | --- | --- |
| By June 2018, all Success Academy students will participate in 20 class periods of career investigation activities as measured by teacher lesson plans and filed reports. | *For the 17 18 school year all Success Academy students (who were enrolled at the school for at least ½ of the school year) met the goal of a minimum of 20 class periods of career investigations. These goals were met through classroom units in grades 4-6, field trips for grades K-6, in school field trips for grades K-6 and guest speakers / question and answer sessions for grades 3-6.* | *Check* ***one*** *of the following:*  ***Multi-Year Goal:***  On *Track*  Not *On* Track  ***One-Year Goal***  *Goal Met*  *Goal Not Met* |

| *Bulleted narrative is appreciated. 200 word limit.*   * *Success Academy has surveyed parents, students and staff to inquire about perceived needs and desires for career investigation for K-6 students. Because our school was 100% African American in 17 18 and we have a full participation expectation for our school field trips (K-6), guest speakers (3-6) and classroom units (4-6) we have met the goal of student participation in at least 20 class periods for career investigation.* * *Success Academy continues to build relationships within the area to support student career investigations both in general and within the STEM area (which is the school focus.). Success Academy remains committed to STEM learning for all, with extra emphasis on helping our young girls learn more and take an interest in STEM.* * *Success Academy leaders believe that we must continue to build connections to add to our student’s opportunities. We are working now with Science from the Scientists, have applied for Youth Prize and also have connected with the City of Bloomington to continue to build our opportunities.* * *Success Academy leaders and teachers are tracking the number of hours that our students are receiving career and STEM pathways experiences. Following each of the events we survey the staff and some students for feedback on these events so we can better understand how impacting these were. We desire to take the ones that are highest quality and continue to improve them and add other high quality events and opportunities for our students.* |
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### All Students Graduate

| WBWF Goal **Only**  WBWF/A&I Goal | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2017-18 school year.* | *Provide the result for the 2017-18 school year that directly ties back to the established goal.* | *Check* ***one*** *of the following:*  ***Multi-Year Goal:***  *On* Track  Not On Track  ***One-Year Goal***  *Goal Met*  *Goal Not Met*  *District/charter does not enroll students in grade 12* |

| *Bulleted narrative is appreciated. 200-word limit.*   * *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?* * *How well are you implementing your strategies?* * *How do you know whether it is or is not helping you make progress toward your goal?* |
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## Part B: Achievement and Integration Progress Report

## This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

**Achievement and Integration Goal 1**

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Year 1 (2017-18) Actual** | **On Track?** |
| --- | --- | --- | --- | --- |
| *Provide the SMART goal statement here.* | *Check one of the following:*  *Achievement Goal*  *Integration Goal* | *Provide the baseline starting point here.* | *Provide the result for the 2017-18 school year that directly ties back to the established goal.* | *Check* ***one*** *of the following:*  *On Track*  *Not on Track* |

| *Bulleted narrative is appreciated. 200-word limit.*   * *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?* * *How well are you implementing your strategies?* * *How do you know whether it is or is not helping you make progress toward your goal?* |
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**Achievement and Integration Goal 2**

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Year 1 (2017-18) Actual** | **On Track?** |
| --- | --- | --- | --- | --- |
| *Provide the SMART goal statement here.* | *Check one of the following:*  *Achievement Goal*  *Integration Goal* | *Provide the baseline starting point here.* | *Provide the result for the 2017-18 school year that directly ties back to the established goal.* | *Check one of the following:*  *On Track*  *Not on Track* |

| *Bulleted narrative is appreciated. 200-word limit.*   * *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?* * *How well are you implementing your strategies?* * *How do you know whether it is or is not helping you make progress toward your goal?* |
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**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

**Integration**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.