



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

**District or Charter Name:**

**Grades Served:**

WBWF Contact: Randy Vetsch

Title: Executive Director

Phone: 320-281-4430

Email: [rvetsch@athlosstcloud.org](mailto:rvetsch@athlosstcloud.org)

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

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

Yes

No

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** 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.

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

# 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://athlosstcloud.org/about-athlos/governing-board/#authorizer-charter>

## 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.

➤ *Athlos Academy Annual Public Meeting is scheduled for May 18, 2020.*

## 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)
Randy Vetsch	Executive Director	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Brittney Schoephoerster	Assistant Director	
Angela Schmitz	Academic Coach	
Rebecca Hull	Teacher	
Missy O'Connell	Teacher	
Kristina Velazquez	Parent	
Muna Isse	Parent	
Mohamed Yussef	Parent	
Caitlin Lenorud	Parent	

## Equitable Access to Effective and Diverse Teachers

**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?
    - Athlos Academy uses reports that include demographic information, behavior, and attendance data, as well as, academic data to ensure equitable access.
  - Who was included in conversations to review equitable access data?
    - Athlos Academy administration, academic and behavior team, and Lead and classroom teachers.
  - What equitable access gaps has the district found?
    - There are no gaps identified in providing equitable access for students.
  - What are the root causes contributing to your equitable access gaps?
    - n/a
  - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
    - The Athlos Academy Administrative Team uses measures when placing teachers with students and determining student class lists. They discuss placement in the Spring and again in the Fall. Athlos Academy believes that experience of teachers is an important factor in determining teacher excellence; however, it is only one of four factors that we use. Athlos Academy administration places teachers using data in the following four areas:
      - Training in the specific content area or grade level which goes beyond licensure
      - Successful past experience in the grade level or content area
      - Past evaluation results from Athlos Academy
      - Coaching support for teachers in order to help them be successful in the classroom
    - Using the four factors above, we place teachers with the students who most align to their strengths. Athlos Academy also works hard to have heterogeneous class lists. This prevents teachers from having an overload. Within the first six weeks of a semester, the team evaluates student performance both academically and behaviorally. Some changes to classroom assignments or in-class supports will be modified.
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
    - The goals at Athlos Academy to reduce and eliminate t access gaps is

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. Limit your response to 400 words.*
  - *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?*
    - Currently, the demographics of our teachers does not reflect the diversity of the students enrolled. However, we have seen an increase in diversity in staff (non-teaching positions) that represents our student population. Our Black, specifically Somali, demographics is underrepresented.
  - *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?*
    - Athlos Academy would need to employ another 13 teachers of color to reflect our student population.
  - *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?*
    - The main obstacles facing schools in employing teachers of color is the shortage of these demographics entering the teacher profession. Those that do are located in urban settings.
  - *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?*
    - Athlos Academy has created partnerships with universities in regards to student teacher placement. We are also attending educational job fairs.

## 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 2018-19 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
<p>In 2018-2019, there will be 75% of students prepared for school according to a nationally developed assessment for both math and reading skills.</p>	<p>Athlos Academy assessed all kindergarteners at the beginning of the school year using the FastBridge assessment.</p> <ul style="list-style-type: none"> <li>• 28 kindergarten students tested were identified as some risk (39%)</li> <li>• 33 kindergarten students tested were identified as low risk (40%)</li> <li>• 17 kindergarten students tested were identified as low risk (21%)</li> </ul>	<p><b><i>Check one of the following.</i></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"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></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"/> <i>District/charter does not enroll students in kindergarten</i></p>

*Narrative is required. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - The data identified that 82.6% of the student met their growth goals.
- *What strategies are in place to support this goal area?*
  - AASC will provide continued support to students by using data from fall assessments (Dibbles and STAR) to identify students who need more support. Support will be provided from push in and pull out services. Each grade level has a scheduled intervention time to address student need.
- *How well are you implementing your strategies?*
  - This program has been very successful and has allowed AASC to provide specific, targeted instruction for students.
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - We have set dates for progress monitoring using PRESS and STAR. Data from progress monitoring will be used to assess effectiveness and to plan interventions.

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

Goal	Result	Goal Status
<p><i>80% of 3<sup>rd</sup> graders at Athlos Academy will achieve 50% growth in their Fall to Spring Literacy scores using the Fast assessment.</i></p>	<p><i>Using the fast assessment, 82.6% of 3<sup>rd</sup> graders met their growth goals from the Fall of 2018 to the Spring of 2019</i></p>	<p><b>Check one of the following.</b></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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>



*Narrative is required. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - The data identified that 82.6% of the student met their growth goals.
- *What strategies are in place to support this goal area?*
  - AASC will provide continued support to students by using data from fall assessments (Dibbles and STAR) to identify students who need more support. Support will be provided from push in and pull out services. Each grade level has a scheduled intervention time to address student need.
- *How well are you implementing your strategies?*
  - This program has been very successful and has allowed AASC to provide specific, targeted instruction for students.
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *We have set dates for progress monitoring using PRESS and STAR. Data from progress monitoring will be used to assess effectiveness and to plan interventions.*

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

Goal	Result	Goal Status
<p>The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state reading accountability tests (MCA and MTAS) will decrease from 56.1% in 2018 to 36.1% in 2019.</p> <p>The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state math accountability tests (MCA and MTAS) will decrease from 54.3% in 2018 to 44.3% in 2018.</p>	<p>The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state accountability tests in 2019 was 36.2% in reading and 44.5% in math.</p>	<p><b>Check one of the following.</b></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>

*Narrative is required. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *Data used STAR, MCA, MTAS, Dibbles, Access tests.*
  - *This data is disaggregated into various subgroups: EL, Title, SPED, etc.*
- *What strategies are in place to support this goal area?*
  - *AASC has pull out and push in services for EL and SPED. Intervention Title services for both Reading and Math are scheduled daily.*
- *How well are you implementing your strategies?*
  - *AASC has identified PRESS as a curriculum to be used for intervention time for Reading. Bridges Interventions will be used for math. Teachers have met to plan intervention time.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *We have set dates for progress monitoring using PRESS and STAR. Data from progress monitoring will be used to assess effectiveness and to plan interventions.*

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

Goal	Result	Goal Status
<p>Our district does not currently have a Career and College Readiness Program. Athlos Academy will identify and implement a Career and College Readiness Program for students in 6th - 8th grade for the 2019-20 school year.</p>	<p><i>Did not occur</i></p>	<p><b><i>Check one of the following.</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

*Narrative is required. 200 word limit.*

- The school had not identified a specific goal in this area for 2017-2018. However, a goal will be established for 2019-2020?

## All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p>	<p><b><i>Check one of the following.</i></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 type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Narrative is required. 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?*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts with an [approved A & I Plan during the 2018-19 school year](#).

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Narrative is required. 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?

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Narrative is required. 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?

**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 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:
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## Racially Identifiable Schools

If your district’s 2017-20 A & I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on [this list](#) with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name:**

## Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i> <input type="checkbox"/> <i>Goal Met</i>

*Narrative is required. 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?*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i> <input type="checkbox"/> <i>Goal Met</i>

*Narrative is required. 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?*

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

### Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:
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Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.