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

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document **here**.

Cover Page

District or Charter Name

Discovery Public School

Grades Served

Please check all that apply:

Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Dan Weisser

WBWF Contact Title

Director

WBWF Contact Phone Number

5073315423

WBWF Contact Email

dweisser@isd4081.org

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

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

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

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 link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

http://isd4081.org/handouts/Annual%20Report%20and%20WBWF%20Report%202018-19%20Approved.pdf

Provide the direct website hyperlink 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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

June 18,2020

World's Best Workforce

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. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Dan Weisser	Director	
District Advisory Committee Member	Sharon Hansen	Instructional Leader	
District Advisory Committee Member	Rod Haenke	Consultant	
District Advisory Committee Member	Debby Whitehead	Parent	
District Advisory Committee Member			
District Advisory Committee Membe			
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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.

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?
(200 word limit)

Dan Weisser, Rod Haenke, and Sharon Hansen are key employees and consultants that regularly discuss strategies to recruit and employ qualified teachers that can be effective with our student population. We also engage the Board of Directors with discussions and for review of possible candidates for positions.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

Equitable access to the most effective teachers on our staff is not an issue in school as small as Discovery. All of our students have the same teacher for each subject. The only exception is for some students with Individualized Education Plans who are required to get extra support in core subject from the qualified Special Education teachers on our staff.

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?
(200 word limit)

We have not initiated any strategies because we have not found a need.

WBWF Requirement: WBWF 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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

The racial and ethnic student group that is most prominent in our population is the Hispanic students. We have only very small numbers of other subgroups. We would need 2-3 teachers of Hispanic origin to reflect our student population. We currently have one paraprofessional of Hispanic origin.

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

(200 word limit)

Our options have been very limited in the past. Availability of qualified teachers who live within reasonable commuting distance is a limiting factor for teacher diversity.

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?

(200 word limit)

Our goal is to find teachers who are comfortable with and willing to teach the population of students we serve. We feel that the quality of teachers' relationship building skills and attitudes across race or socioeconomic status is an important factor. Not having teachers who represent the racial and socioeconomic subpopulations, but who experientially relate to minority students is a step in the right direction at least.

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.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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

Does your district/charter enroll students in kindergarten?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this
data disaggregated by student groups and inclusive of all students?
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?**
(Narrative is required. 200 word limit)

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
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?
(Narrative is required. 200 word limit)

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

From FY19 to FY21, the aggregate percentage of students in grades 6-12 who met their fall to spring NWEA RIT expected growth target will be at least 50.0%. From FY19 to FY21, the aggregate percentage of students in grades 6-12 who met their fall to spring NWEA RIT expected growth target will be at least 50.0%. From FY19 to FY21, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Science assessment will be at least 50%.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2018-19 Results: 55% of students (22/40) met their fall to spring growth target. 2018-19 Result: 35.9% of students (14/39) met their fall to spring growth target. *Data from Fall 2018 to Fall 2019 showed greater than 50% of students meeting their target growth. 2018-19 Result: Of 39 students tested, 22 of them (56.4%) met their expected growth target from fall to spring on the NWEA General Science assessment.

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
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?
(Narrative is required. 200 word limit)

We use our NWEA MAP RIT scores and growth targets to identify needs in this area. We are unable to disaggregate this data because our sample sizes are so small. Teachers are encouraged to use student-centered learning, both to engage students in classwork and to fill gaps in learning due to previously missed academic opportunities. For students who remain with us or enter in the fall, we use NWEA assessments to determine each student's educational needs. For students who arrive mid-year, teachers assess students' prior learning in the classroom setting. Lessons are designed with the students' needs in mind. We are implementing our strategies well. Students are showing greater than average growth on most assessments and we are seeing greater engagement in classes.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

From FY19 to FY21, the aggregate percentage of 12th graders who score at least 70 out of 100 on the school-developed rubric for their Life Plan project will be at least 70%. From FY19 to FY21, the aggregate percentage of 12th graders who earn a Job Skills Certificate will be at least 80%.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2018-19 Result: Out of 7 seniors completing a full year at DPS, 6 of them (86%) scored 70% or greater on their Life Plan Project. 2018-19 Result: Out of 7 seniors completing a full year at DPS, 5 of them (71%) earned a Job Skills Certificate.

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
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?
(Narrative is required. 200 word limit)

We use two innovative forms of measuring outcomes - our Life Plan Project and Career Readiness Certificate. We measure student proficiency in skills related to being ready for the workforce and college, managing personal finances, and making life decisions related to housing, insurance, taxes and other real-life events. The career readiness class has been taught over the past three school years. As part of this course, students work towards the job skills certificate which contains 10 components that the school feels are important for students to develop. The 10 components that the class focuses on are: Punctuality, Goal Setting, Finance Curriculum, Guest Speakers, Technology Skills, Life Plan Project, College Visits, College Applications, Volunteer Work, and Career Observation.

Our strategies are being implemented successfully. Students performed well on one of the two key measures: 86% of our students scored at least 70 out of 100 on the school-developed rubric for their Life Plan project but only 71% of the 2018-2019 class earned a Job Skills Certificate. The measures for both of these goals were increased this year over previous years.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

From FY19 to FY21, the aggregate percentage of students in grades 9-12 who will be on-track to graduate will be equal to or greater than 70%.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2018-19 Results: In FY19, out of 32 high school students (grades 9-12), 22 were on track to graduate on time (69%).

Goal Status

Check one of the following:

Not On Track (multi-year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
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?
(Narrative is required. 200 word limit)

Most of our students come to us because they are behind in credits. This has been our population since inception. Upon enrollment student's grades, test scores, and high school credits are reviewed. If it is determined that a student is behind academically a plan is put into place for that student. We also meet with all students after they take the NWEA tests in the fall, and set individual goals with each of them.
The percentage of students in grades 9-12 who were on track to graduate at the end of 2018-19 was 69%. We developed this goal as a new measure this year. We feel that tracking whether or not students are on track to graduate is key to developing an individual plan and goals to help each student graduate. We would like to see this percentage increase but we are not disappointed by this data. We came close and will redouble our efforts next year.

Do you have another goal for **All Students Graduate?**

No

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576105292_5df1754c2a7996.17313042&sg_navigate=start