



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: STEP Academy

Grades Served: K-12

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A and I Contact: Enter name.
Title: Enter title.
Phone: Enter phone number.
Email: Enter email.

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, 2018**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@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.

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://stepacademymn.org/academics/worlds-best-workforce/>

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.

➤ 10/4/18

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)
Traci Moore	Academic Dean	
Keeley Tholen	Teacher	
Jessica Chapman	Teacher	
Sadiq Mohamud	Support Staff	
Mursal Dayib	Student	
Marwa Borghol	Parent	
Awil Omar	Parent	
Tamany AbouAiad	Board Member	
Ahmed Mursal	Community Member	

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*

- *Our leadership team is involved in conversations regarding equitable teacher access. These conversations take place beginning in the late winter as we plan our hiring strategies for the upcoming year and continue into the summer and fall as teachers are secured for positions.*
- *Because we have 99% students of color and 98% students from low income households, all of our teacher hires apply to the gap definition. Our biggest struggle is finding quality candidates in the special education area, and we even have a very lower percentage of special education students.*
- *The root cause of our gaps is the teacher shortage.*
- *We actively recruit teachers of color and specifically teachers of Somali background by word of mouth in the Somali community with our staff and parents. We have Somali teachers on staff, and we are encouraging and supporting Somali educational assistants to become teachers. We currently have four staff members who are in the process of getting their teaching licenses.*

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](#).

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>During the 2017-2018 school year, 100% of kindergarten age siblings of STEP Academy students and parents requesting enrollment for their kindergartener will receive transition materials including program policies, school entrance support, and contact information.</i></p>	<p><i>Letters were sent out to families in July.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>

2017-2018 was the first year that STEP Academy offered kindergarten. This transition information was important for new families to have to become aware of policies and procedure related to their child's attendance at STEP Academy. While providing transition information is integral to the connection between home and school and most certainly added value to the experience of in-coming students, going forward, this goal area will use academic readiness data from in-coming kindergarteners to focus on strategies that STEP Academy can use to help students arrive school-ready.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>41% of STEP Academy third grade students will meet or exceed state standards on the MCA's in reading.</p>	<p>39% of STEP Academy third graders met or exceeded standards on the MCA Reading Test.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- We used MCA results, FastBridge aReading scores, and Fountas and Pinnell Benchmark Assessment System Scores. We disaggregate by EL population and sex.
- Double Curriculum: STEP Academy has adopted two curriculum systems. Core Knowledge provides the foundational base of ELA content. It provides skills and reading comprehension instruction in a sequenced, content-rich format. A key element of Core Knowledge is providing a strong vocabulary/word work base for our EL learners. Fountas and Pinnell Guided Reading/Independent Reading components provide diagnostic information for teachers and leveled mini lessons in addition to books for on-going independent reading practice.
- This is only the second year of our elementary reading program. Our professional development strategy was to conduct comprehensive training, observation, and coaching for Core Knowledge strategies the first year 2017-2018, and comprehensive training, observation, and coaching for guided reading in 2018-2019. This strategy creates the reality of increased fidelity in Core Knowledge strategies.
- We use data from FastBridge assessments and the Benchmark Assessment System to help us monitor progress during the year. Both assessments are given in the fall, winter, and spring. Of course, specific causation is difficult to determine, but this data helps us hypothesize.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status						
<p>45% of STEP Academy Students will meet or exceed state standards on the MCA's in math, reading, and science.</p>	<table border="1" data-bbox="706 367 917 525"> <tr> <td>Reading</td> <td>53.3%</td> </tr> <tr> <td>Math</td> <td>43.4%</td> </tr> <tr> <td>Science</td> <td>30.9%</td> </tr> </table> <p>STEP Academy exceeded this goal for Reading, which was a target of a strategic plan goal for 2017-2018.</p>	Reading	53.3%	Math	43.4%	Science	30.9%	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
Reading	53.3%							
Math	43.4%							
Science	30.9%							

- We used MCA results, FastBridge aReading & aMath scores, and Fountas and Pinnell Benchmark Assessment System Scores. We disaggregate by EL population and sex.
- Strategies:
 - Reading: 1) Action 100 from American Reading Company is used for grades 4-10 as a supplemental reading/ELA curriculum supporting independent reading and diagnostics. 2) Addition of an extra daily reading class period for grades seven and eight students.
 - Math: 1) A diagnostic math class (in addition to core math) was added for all 7th and 8th graders during the third quarter. 2) An additional math intervention teacher was hired.
 - Science: 1) Science teachers received additional time to align standards and study the new format for science standards. 2) In PLCs they have been focusing on the implementation of more labs with each standard.
- For reading and math, we use data from FastBridge assessments and the Benchmark Assessment System to help us monitor progress during the year. Both assessments are given in the fall, winter, and spring. Currently, we do not have a standardized tool to measure progress towards the science standards other than classroom assessments. Of course, specific causation is difficult to determine, but this data helps us hypothesize.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
1) All students in grade nine taking AVID will review their academic and personal interest data, identify possible career options, and create post-secondary education goals with the assistance of our AVID and counseling staff. 2) All students in grades 9-12 will review their personal academic data and participate in creating their academic plan to insure graduation and appropriate preparation for PSEO or post-secondary plans. 3) 42% of eleventh and twelfth grade students will attend PSEO during the 2017-2018 school year.	1) <i>Met</i> 2) <i>Met</i> 3) <i>Met: 32/72- 44% of eleventh and twelfth graders attended PSEO.</i>	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

- We use AVID assignment data and academic counseling documentation to track the first two goals. We use PSEO participation data to track the third goal. We disaggregate by EL learners and sex.
- Students in grades 9 and 10 take a mandatory AVID class where they learn about post-secondary/career planning. Eleventh and twelfth graders, on site and PSEO, meet with our academic dean and/or assistant academic dean for academic planning. 100% of twelfth grade students had been accepted by a post-secondary institution in spring of 2018.
- Based on the results of PSEO participation and post-secondary attendance, STEP Academy is successful in preparing its students for college and career.
- We know we are successful in moving toward success because students are attending post-graduate institutions and PSEO at a higher than state average rate for their special population status (African American, Low income).

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>100% of twelfth graders will graduate after earning the required credits for a high school diploma.</p>	<p>We believe that two students out of 37 will be designated as “unknown” in the graduating classification due to the fact that they have relocated out of the country. By our documentation, 100% of the 2018 STEP Academy cohort graduated in four years with all required credits.</p> <p>We are marking this goal as NOT MET because according to the MDE calculation, we believe that two students will be counted as “unknown” and therefore, awarding STEP Academy a 95% graduation rate.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- We use enrollment and exit data to identify needs in this goal area.
- We use academic counseling to affect this goal, and we aggressively support students in staying on track to graduate with their cohort.
- STEP Academy is doing a good job at implementing strategies to maintain a high four year graduation rate.
- We know our strategies are working because the graduation rate is high.