

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

4200-07 STEP Academy Charter School

Grades Served

Please check all that apply:

Kindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Traci Moore

WBWF Contact Title

Assistant Director of Academics

WBWF Contact Phone Number

6512896120246

WBWF Contact Email

tmoores@stepacademymn.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

WBWFlink

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-20 school year.

October 1, 2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Traci Moore

Role in District

Assistant Director of Academics

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Keeley Tholen

Role in District

Assistant Academic Dean/Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kathryn Martin

Role in District

Dean of Students/Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sadiq Mohamud

Role in District

Support Staff

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mursal Dayib

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ahmed Mursal

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Awil Omar

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Anisa Ali

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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)

Annually, the STEP Academy Leadership Team examines equitable access data. This team looks at the licensing (in-field and out-of-field) and years of experience of teachers employed by the academy. They also look at evaluation data for returning teachers. They identify gaps and examine the processes that affect the hiring of experienced, licensed teachers including attracting and retaining opportunities. This group has also surveyed teachers regarding attractiveness of the school and retention issues.

Almost all students at STEP Academy are African American and most students qualify for Free or Reduced-Price Meals. So, STEP Academy looks at comparing the school to state averages rather than classrooms or programs within the school.

STEP Academy has 93.94% of its teachers fully licensed in their content areas in comparison to the 93.83% state average for schools serving similar populations. In addition, 85.71% of STEP Academy teachers are beyond the first three years of their teaching career and considered experienced with the state comparison group recording 78.69%. So, in both categories, STEP Academy is doing better than the state average. However, when we look at data on Low Poverty Schools, STEP Academy is not in line with them by 6-7% (Licensed 97.09% and Experienced 88.97%).

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)

STEP Academy identified a crisis in attracting applicants for special education teacher positions. In response, the school began a "grow your own" program. The school currently has six special education teachers on lower tier licenses participating in a cohort program under the mentorship and direction of a licensed special education director and experienced special education teacher.

STEP Academy has a goal to support all staff members in maximizing their skills and licensure levels in order to best serve its students. When teachers are hired on a lower tiered license, they agree to work professionally to increase their qualifications in order to reach a higher tiered license.

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?

(200 word limit)

STEP Academy's students are almost all Somali Americans (99.2%). STEP Academy is dedicated to attracting and growing Somali American educators to work with its students. During the 2019-2020 school year, STEP Academy had very few Somali educators (10 out of 51). From 2018-19 to 2019-20, the school increased from 13% of Somali American teachers to 20% Somali American teachers. The school would need approximately 40 more Somali American teachers in order to match the cultural representation of the student body.

The main road block to increasing the number of Somali educators at STEP Academy is the low number of licensed Somali teachers who are looking for employment. The school has hired a few Somali teachers who have come to the school as licensed applicants, but the school has had more teachers move from educational assistants into teacher positions in the school after enrolling in teacher preparation programs and completing student teaching and field experiences within the school.

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)

The school is still a long way from having 100% of teacher be Somali American, but the school has begun building partnerships with colleges (Metro State and Concordia) in order to support more and more Somali adults in their path as aspiring teachers. In addition, the school prioritizes hiring educational assistants and support staff from the Somali American community and encourages those employees to build their careers so that there are more Somali teachers entering the workforce.

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 2019-20 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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Prior to 2019, STEP Academy did not have a formalized kindergarten orientation program. In the spring of 2019-2020, STEP Academy will host a series of kindergarten orientation sessions with teachers, intervention staff, and support staff. 80% of families with kindergarten students admitted for the 2020-2021 school year will attend at least one orientation event.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report due to COVID-19

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Unable to Report due to COVID-19

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

41% of STEP Academy third grade students will meet or exceed state standards on the MCA's in reading.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Unable to report

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

In 2018-2019, 32% of females in grades 7-12 met or exceeded standards on the MCA Science Test, and 52% of males met or exceeded standards on the MCA Science Test. The gap between the two is 20%. In 2019-2020, the gap between grades 7-12 males and females on the MCA Science Test will decrease by 3%.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Unable to report

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 2019-20 school year.

50% of eleventh and twelfth grade students will attend PSEO during the 2017-2018 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

56% of eleventh and twelfth grade students at STEP Academy attended PSEO classes during 2019-2020.

Goal Status

Check one of the following:

Goal Met (one 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?

(Narrative is required. 200 word limit)

STEP Academy uses its own longitudinal data related to PSEO participation and post graduate program participation to monitor students' college and career readiness. The school also conducts surveys of graduates and seeks anecdotal information from current PSEO students and graduates related to the school's strengths and weaknesses in preparation. Some of these students are English Language Learners. Almost all of them come from families living below the poverty line. STEP Academy students are challenging the markers that identify them as being affected by the achievement gap. They are crushing the barriers placed on them by statistics that say they cannot gain college entrance and pursue a degree before their aged peers. This commitment to providing opportunity is a piece that STEP Academy prides itself on. From the moment a student enters the doors at STEP Academy, they are nurtured and chosen as worthy of the high academic track. This strategy, along with a continuous commitment to increasing our Somali students' academic achievement comes together to form STEP Academy's strategy to impact these goals.

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 2019-20 school year.

100% of twelfth graders will graduate in four years.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

STEP Academy did not meet this goal. There was at least one student who did not graduate.

Goal Status

Check one of the following:

Goal Not Met (one 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?

(Narrative is required. 200 word limit)

STEP Academy sets a high goal in this area each year because the real intention is that we will support 100% of our students through their four years to graduation. The strategies that are in place include checking in with students regularly, intervening, and providing academic counseling for students who have low achievement and low grades, and providing students with opportunities for credit recovery and academic support. The strategies are always volatile because each student's situation is different. One solution does not work for all students. One of the strengths of the STEP Academy secondary program is that each student is supported as an individual and helped to problem solve through barriers to academic success. We know that our strategies help us maintain a higher graduation rate because we see students who are on our "red zone" (danger of not graduating) list in tenth, eleventh, or twelfth grade walk across the stage for their diploma after receiving support from our system and working hard to earn their credits.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1606848980_5fc691d4158680.98784474&sg_navigate=start

