World's Best Work Force 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.

www.newmillenniumacademy.org

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.

May 17, 2018

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)
Kevin Xiong	Business Director	NA
La Her	Impact Coach, parent	
Ker Vang	Parent	
Terence Jones	Community member	
Jeanene Miller	Consultant	
Stephanie Steen	Educational Leader	

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.

Each year, NMA has an opportunity to review the distribution of teachers within the school. A variety of factors are noted during these conversations such as, years of experience (at NMA and at other schools), leadership qualities, student progress, teacher development, additional experiences or licensure areas, team/PLC achievement, subject preference/expertise. The administration and staff work together to place teachers in purposeful positions that will be most beneficial to students and create a positive learning environment with high expectations.

Search criteria is not only local but nationwide. We look for the best candidates and seek to reflect the diversity of students enrolled in our school.

Open positions are posted within the school, and teachers follow the application process prior to approval for a new position. They are considered alongside new applicants and informed decisions about assignment are made to promote student growth.

Every year approximately 73% of our students come from low-income families. Decisions about teacher assignment are not typically based on these factors but focus on which teachers can provide optimal learning opportunities for which students. As we have a focus on Hmong culture and literacy, it is also important to spread our proportion of Hmong speaking staff throughout the grade levels. Experience and leadership are both valued at NMA, and teacher teams are created to support new teachers while allowing them to bring new innovations to add strength to the school.

Students are carefully assigned with purposeful intent. In the case of an ineffective teacher the prior year of education, all measures are taken to make sure the scholars receive the best in the following grade. We did not have any out of field teachers on staff in 17-18. Inexperienced teachers, as measured by the state of MN, were about 25% at NMA in SY18.

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. NA

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

ⵝWBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
The school will do research to adding a pre- school. Projection to open in SY21	Information is gathered or requirements, statutes, licensure,	*Check **one** of the following:*

	number of students per teacher/ support. June of 2018, 27 students were enrolled in the Kindergarten summer school class. August 2018, 87 students were enrolled in full time Kindergarten.	**Multi-Year Goal:** x On Track ☐ Not On Track **One-Year Goal** xGoal Met ☐Goal Not Met ☐District/charter does not enroll students in kindergarten
For students enrolled in kindergarten, 33% will attend summer school prior to SY 19.		

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Many families are in need and we will be doing a final count of needs within our school as we draw closer to the opening date. Due to the poverty level of our families, some families left our school this year due to not having this piece in place.

What strategies are in place to support this goal area? The current structure has space delegated. We are securing details as to square footage required per scholar, health requirements, programs.

How well are you implementing your strategies?

We are moving forward in a purposeful way with timelines established. Prerequisites for entering scholars- pre-assessment, health requirements, etc. are still needed.

How do you know whether it is or is not helping you make progress toward your goal?

We are making forward movement and might even be ahead of our SY goal.

All Students in Third Grade Achieving Grade-Level Literacy

X☐ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
We will raise the achievement of 3rd grade students in Reading on the MCA from 18.8 % to 20%.	**MCA 3rd Grade** / **Reading** **2017** — **18.8%** **2018** — **13.3%**	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track X☐ Not On Track ***One-Year Goal*** ☐*Goal Met* X☐*Goal Not Met* ☐*District/charter does not enroll students in grade 3*

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

NMA used the MCA test results to identify growth for 3rd grade.

What strategies are in place to support this goal area?

We were using the REACH curriculum that has been in place for a few years at NMA.

How well are you implementing your strategies?

We are moving beyond the current strategies and moving into a workshop model.

How do you know whether it is or is not helping you make progress toward your goal?

As we move forward, we are increasing the rigor of our reading instruction.

Close the Achievement Gap(s) Between Student Groups

X WBWF Goal **Only** ☐ WBWF /A & I Goal	Result			Goal Status
The achievement gap in reading will reduce by 4% from -44.7 to -40%. The achievement gap in math will reduce by 2% from -29.4 to -27%.	2017 Achievement Gap	Reading	Math	*Check **one** of the following:*
	Statewide White students' proficiency rate	67.8%	66.3%	
	NMA students	23.1%	36.9%	***Multi-Year Goal:***
	GAP	**-44.7%**	**-29.4%**	
				☐ On Track
	2018 Achievement Gap	Reading	Math	
	Statewide White students' proficiency rate	67.5%	65.2%	☐ Not On *Track*
	NMA students	23.0%	21.7%	***One-Year Goal***
	GAP	**-44.5%**	**-43.5%**	
				☐*Goal Met* X*Goal Not Met*

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

This data is adjusted based on ESSA going into effect this year and adjusting the measurement system.

What strategies are in place to support this goal area?
Instruction across grade levels was aligned. Standards brought back to the focus point.

How well are you implementing your strategies?
This is a work in progress.

How do you know whether it is or is not helping you make progress toward your goal?

This last year was a basic shift. As we develop further and add strategies to instruction, we will have a better measure of progress toward our goal.

All Students Career- and College-Ready by Graduation

x☐ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
NMA will provide options with area high schools to create opportunities to expand their opportunities for continued education. (due to 8th grade being the "graduation" year for NMA)	8th graders were able to visit and/ or have direct contact on site with a minimum of 3 high school settings. A mixture of charter, Hmong focused, and traditional public were provided to open up more options for our scholars.	*Check **one** of the following:* ***Multi-Year Goal:*** x☐ On *Track* ☐ Not *On* Track ***One-Year Goal*** ☐*Goal Met* ☐*Goal Not Met*

What data have you used to identify needs in this goal area?

How is this data disaggregated by student groups? We have noted that many of our students attend the school that was attended by older siblings*.*

What strategies are in place to support this goal area?

Collaboration with neighboring schools and seeking information from our scholars, as well as high schools to determine a match.

How well are you implementing your strategies?

This last year was the first year of a concerted effort to offer more choices. Some of our scholars chose to attend other high schools.

How do you know whether it is or is not helping you make progress toward your goal?

Progress is about our scholars receiving a match in what they are looking for in their high school years to continue their learning.

All Students Graduate

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
NA	NA	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ *On* Track ☐ Not On Track ***One-Year Goal*** ☐*Goal Met* ☐*Goal Not Met* X☐*District/charter does not enroll students in grade 12*