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

4038-07 Sojourner Truth Academy

Grades Served

Please check all that apply:

Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade

WBWF Contact Information

WBWF Contact Name

Julie Guy

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

612-588-3599

WBWF Contact Email

jguy@sojournertruthacademy.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.

https://sojournertruthacademy.org/about-us/board-of-directors

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. <u>Report on this measure for the 2019-2020 school year.</u>

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.

February 11, 2020

World's Best Workforce

District Advisory Committee

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

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

Pam Young

Role in District

Parent & Board Chair

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Margaret Fitzgerald

Role in District

Community Member & Board Vice Chair

Part of Achievement and Integration Leadership Team?

No

First and Last Name

LaVerne Wesley

Role in District

Teacher & Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Gina Privratsky

Role in District

Teacher & Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Robbi Holdreith

Role in District

Teacher & Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Eliana Salgado-Guzman

Role in District

Parent & Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Tracy Rieck

Role in District

Academic Coach & MTSS Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Troy Kipper

Role in District

Director of Operations & MTSS Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sarah Toley

Role in District

Director of Teaching & MTSS Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ken Wilson

Role in District

Scholar Success Coordinator & MTSS Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Paris Ford

Role in District

Associate Director & MTSS Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ann Olson

Role in District

MTSS Coordinator & MTSS Member

Part of Achievement and Integration Leadership Team?

No

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)

All teachers at STA have 2 formal observations over the course of the school year by certified NIET peer evaluators. They are provided coaching as necessary by our instructional coach. New staff receive additional support by one of 4 experienced mentor teachers. All teachers receive weekly or bi-weekly coaching from the instructional coach or the Director of Teaching & Learning. Data from the evaluation is reviewed twice a year to ensure we have effective teachers. Teachers are scored on a 1-5 rating scale the areas of Classroom Environment, Lesson Planning and Instruction. Support for teachers is driven by the average score of the 2 formal observations. Teachers who fall below a 2.5 after the end of the first year are put on a performance improvement plan. Most decisions for the level of support a teacher needs are made by the Director of Teaching and Learning and the Instructional Coach. Student work and assessment data is also used to make staffing decisions and create employment plans for teachers.

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 strive to strengthen our recruiting efforts to ensure high quality, effective teachers. STA's School Board has also set a strategic goal around teacher recruitment and retainment to ensure that we continue to keep this issue at the forefront of our planning.
Sojourner Truth Academy's goal is to:
"Support and retain world class educators to nurture and teacher scholars while recruiting highly qualified individuals, staff, and teachers.
We continue to find applicants that are inexperienced and have little to know experience or context with the community that we serve. The root causes are lack of people of color going into the teaching field due to access and pay.

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)

2019-20 STA scholars are comprised of 74% African American, 21% Hispanic and 1% white. The ethnic categories of our licensed teachers is 29% African American, 1% Hispanic and 68% white. In order to reflect our student body we would need to decrease our white licensed staff to 1, increase our African-American teachers by 13 and increase the number of Hispanic teachers by 5.

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)

STA has used two (2) primary strategies to increase and maintain teachers including teachers of color:

1: Grow Your Own and Teacher Leader Academic Model--
STA has built teacher and staff capacity with a 'grow your own' program designed to increase local expertise and staff diversity. Teacher Leaders lead and operate our academic program with academic, fidelity and accountablity data driving change. STA has high teacher retention; significant staff participation in STA's higher-education award program; and boasts 64% staff of color. Annual STA surveys demonstrate strong staff satisfaction.

2: A focus on racial equity
All staff participate in the Innocent Classroom a, "teacher training which rebuilds the relationship between educators and their students, especially students of color. On-going workshops equip teachers with understanding and practical strategies for connecting with every child.
Our professional development emphasizes racial equity as supported by our School Board; Leadership; MTSS and Equity Leadership Team. Teacher retention leverages multi-rung career ladder that extends from paraprofessional through teachers; and a supportive career development environment that encourages the exploration of interests and the skill development. These three characteristics are further supported through our evaluation system and our Paraprofessional and Teacher Higher Education Award tuition reimbursement programs.

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.

All Students Ready for School: Continuously enrolled, enrolled on October 1st, preschool students will meet or exceed four of the six following learning domains on the Teaching Strategies Gold Assessment: Physical, Social Emotional, Language, Cognitive, Literacy, Mathematics

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)

We use GOLD Learning Domains that are widely held expectations which describe the range of knowledge, skills, and abilities that Prekindergarten students typically demonstrate over a program year. These expectations are based on the latest early childhood educational research. In order to reach our goals and to support our students, we are using Creative Curriculum daily, a play-based curriculum, with our preschool students ensuring content is aligned to the measurement and the Minnesota standards for prekindergarten students.

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.

The percentage of students enrolled October 1st in grade 3 at Sojourner Truth Academy who earn an achievement level of meets the standards or exceeds the standards in reading on all state accountability tests will increase from 2.9% in 2019 to 7.9% in 2020.

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)

We have used FASTBridge aReading data to identify the needs for our students in this goal area. The data is disaggregated by need level of each student. We determine which whole class interventions need to be administered and which students needs targeted one-on-one interventions. We are implemented the interventions on a daily basis with built in progress monitoring each week. Students who do not make progress are brought to the MTSS team to establish next steps. The MTSS and the Academic Leadership teams review data to monthly to determine progress. We also administer the FASTBridge aReading assessment 3 times per year to let us know if we are making progress towards our goals.

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.

The percentage of students enrolled on October 1st in grade 3 at Sojourner Truth Academy who earn achievement level of meets the standards or exceeds the standards in reading on all state accoutability tests will increase from 2.9% in 2019 to 7.9% in 2020.

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)

We have used FASTBridge aReading data to identify the needs for our students in this goal area. The data is disaggregated by need level of each student. We determine which whole class interventions need to be administered and which students need targeted one-on-one interventions. We are implementing the interventions on a daily basis with built in progress monitoring on a weekly basis. Students who do not make progress are brought to the MTSS team to determine next steps. The MTSS and the Academic Leadership teams review data monthly to determine progress. We also administer the FASTBridge aReading assessment 3 times per year to let us know if we are making progress towards our goals.

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.

By June of 2020, Sojourner Truth Academy will see a reduction in absenteeism for continuously enrolled students.

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)

We use The Improve Group to analyze whether our goal is being met for our continuously enrolled students. We were on target with our goal until scholars started Distance Learning in March of 2020. We we reevaluate this goal when we return to the school building full time.

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?

No

Goal

Provide the established SMART goal for the 2019-20 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."

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?
(Narrative is required. 200 word limit)

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=1606930847_5fc7d19f3cc389.07477590&sg_navigate=start**