



## 2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:** Independent School District #4229 Jane Goodall Environmental Sciences Academy  
**Grades Served:** 6-12

WBWF Contact: Craig Wignes  
Title: Administrative Designee  
Phone: 952-852-0129  
Email: cwignes@jgesa.org

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, 2019**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@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](mailto: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.

□ Provide the direct website link to the district's [WBWF annual report](#).

## 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.

□ October 17, 2019

## 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. 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)
Joel Lundin	Community Member	
Craig Wignes	Staff Member	
Jessica Paulson	Staff Member	
George Walker	Staff Member	
Karen Martinen	Parent	

## 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.

*To reach the goals of the World's Best Workforce, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers who can help them reach their maximum potential.*

- At JGESA, all students have equal access to all general education teachers and paraprofessionals. As mandated by federal funding requirements, those students with an Individualized Education Plan (IEP) have equal access to all Special Education teachers and paraprofessionals as mandated by federal funding requirements. JGESA has hired a School Social Worker in a part time position to benefit the social skill needs and social emotional needs of both special education and general education students.*
- JGESA's staff review annual student achievement results, teaching assignments, staff evaluations, and staff experience along with student and parent satisfaction. Trends in data and gaps in student achievement for low-income and minority students will allow for additional staff development opportunities, peer review, mentorship, and best practice instructional strategy modeling for staff. JGESA has been on a waitlist for the Q Comp program for 2 years but as a readiness measure has internally been administering the program prior to full implementation.*
- Pending JGESA's staff results the District Advisory Committee will recommend to the School Board ways to improve students' equitable access to effective and diverse teachers.*

## 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 2018-19 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 type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- This goal is not applicable to Jane Goodall Environmental Sciences Academy, the charter serves students in grades 6-12.*

#### All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 3</p>

- This goal is not applicable to Jane Goodall Environmental Sciences Academy, the charter serves students in grades 6-12.

### 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><i>By Spring 2019, students enrolled by October 1st will perform at or above state proficiency in reading, math and science as measured by the Minnesota Comprehensive Assessment (MCA) data.</i></p> <p><i>By Spring 2019, students continuously enrolled at JGESA for 3 years or more will perform at or above the national median on the Northwest Education Association's Measures of Academic Progress (NWEA MAP) assessment, as measured by NWEA MAP data.</i></p> <p><i>By Spring 2019, students enrolled at JGESA continuously for 3 years or more are meeting or exceeding growth when compared to MCA comparison groups, measured by MCA data.</i></p> <p><i>By Spring 2019, using the HOPE Survey, JGESA will maintain a mean of HOPE of at least 50.0.</i></p>	<p>When using the NWEA MCA comparison we have met this goal: For the 2018/19 school year, 54% of the student body opted out of the MCA, therefore, the data obtained may be invalid due to insufficient data.</p> <p>The NWEA MAP (Measures of Academic Progress) tests are administered to JGESA students each fall and then, again each spring. The content areas measured are math, reading, and language usage.</p> <p>According to our NWEA MAP test scores during the 2018-19 school year, our RIT scores increased. All student NWEA RIT score improvements.          -- Math up by 1.6          -- Reading up by 3.08</p> <p>According to our NWEA RIT scores for students that have been here for 3 years          -- Math RIT 231 to 233 up 2          -- Reading RIT 222 to 235 up 13</p> <p>HOPE Results:          Those who took the spring of 2018 survey, and then the spring 2019 survey, showed the following: Hope stayed virtually the same - from 47.83 to 47.88. At least it was a positive. But the rest of the factors, except for one, went down. Most of the scores did not change much. However, engagement together was down 1.28 points, both scores moderate, but we do not want a continuation of a downward slope. Autonomy fell -.58 points. All of the belonging factors fell between -.27 to -.17 points. Not much, but still most categories in or near the "needs improvement" category. Goal orientations stayed much the same, with mastery falling and performance up. The academic press fell -.36 points into the "needs improvement" category. From this, we think we see some need for improvement in establishing a positive culture.</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

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

- The Students can opt-out of the MCA's and many do, so it is not a good representation of how our students are doing.
- We have compiled NWEA data to assure and confirm that our goal area is met.
- NWEA is given 3 times during the year: Baseline, formative and summative.
- This strategy is in place for Math, Reading and Science.
- Our strength is in implementing the Hope Study and NWEAs. We test in the fall and the spring. We are seeing growth in the NWEAs and the Hope Study.
- We are only in our fifth year so the data we see, with the students that we have had for three years or more, has been very positive.

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>Using career assessments, 100% of JGESA's 9th-grade students enrolled by October 1st, will participate in college and career exploration activities and further develop their personalized learning plans (PLP).</i>	<i>100% of JGESA students in 9th grade that were enrolled by October 1st participated in career assessments and developed their personalized learning plans (PLP).</i>	Check <b>one</b> of the following:  <b>Multi-Year Goal:</b> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b>  <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

- All students in grades 9-12 took the career and post-secondary education survey through MCIS.
- We had all students participate in an “experience day” where students connected with professionals in the field, attended college-related activities and learning target acquisition trips. This correlates with our mission of “Out of the classroom, into the world.”
- Students expressed a significant positive reaction to participating in these experience days. Due to this feedback, we increased our experience days for the 2018-2019 year and plan to add two more experience days for the 2019-2020 school year.
- All students who graduated went into a career or attended a college. For the 2018-2019 school year we implemented a workforce group for 10th-12th-grade students to gain skills to help students be successful in the job and/or college setting.

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>By or on the annual school designated commencement date, 100% of JGESA graduates will have post-secondary plans and/or post-secondary admission.</i>	<i>Of student graduates, 100% of JGESA students had post-secondary plans and/or post-secondary admission.</i>	Check <b>one</b> of the following:  <b>Multi-Year Goal:</b> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b>  <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> District/charter does not enroll students in grade 12

- Students report back to staff about going into the workforce and/or college setting.
- Assist students in obtaining state-required learning targets to complete for graduation.
- Each year we meet as a whole staff several times to make changes as needed to ensure our students are meeting their graduation goals.
- Students are graduating on time and moving into a career and/or college setting.

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	Check <b>one</b> of the following:  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track

*Bulleted narrative is appreciated. 200-word limit.*

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

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	Check one of the following:  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track

*Bulleted narrative is appreciated. 200-word limit.*

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

- *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?*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## **Integration**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.