

# 2020-21 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information.Responses should be submitted electronically in the [**Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy)**.** You can copy your responses from this template into the electronic form.

**District or Charter Name**: Houston Public Schools

**Grades Served**: PreK-12

**WBWF Contact**: Mary Morem

**Title**: Superintendent

**Phone**: 507-896-5323

**Email**: mary.morem@hsd294.us

**A&I Contact**: Type response here

**Title**: Type response here

**Phone**: Type response here

**Email**: Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

\_\_\_ Yes \_\_X\_ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World’s Best Workforce

### Annual Report

MDE understands this past school year (2020-21) 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 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.
* 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 2020-21 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 2020-21 school year.

### 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.

Complete the list of your district advisory committee members for the 2020-21 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) |
| --- | --- | --- |
| Mary Morem | Superintendent |  |
| Rick Bartz | Principal/Community Member |  |
| Crystal Svoboda | Counselor/Community Member/Parent |  |
| Travis Frank | Teacher/Community Member |  |
| Jessica Dankers | Support Staff/Community Member/Parent |  |
| Hannah Olson | Student |  |
| Dawn Ulmen | Parent/Community Member |  |
| Becky Albrecht | Community Member |  |

### Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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.

**Respond to the questions below.**

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?

**Limit response to 200 words**

* + What data did you look at?
  + How frequently do you review the data?
  + Who was included in conversations to review equitable access data?

**Every teacher is evaluated through our teacher TDE plan and Q Comp. They also have mentors and instructional coaches. They have three points of contacts with administration and instructional coaches. They also have a minimum amount of PLC time. All of these teams get together to discuss observations and evaluations conducted to ensure the teachers are teaching the students effectively and equitably. These collaborative meetings take place each trimester.**

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?

**Limit response to 200 words.**

**Every teacher is evaluated through our teacher TDE plan and Q Comp. We have adopted Marzano Focused Teacher Evaluation Model. During the past year none of the tenured staff were evaluated below a 2. No non tenured staff that did not meet the standard were hired back in the district. Teachers are mixed at all grade levels with their years of experiences to provide leadership within their core subjects and grade levels. Teachers through common planning, instruction, and assessment through their PLC work.**

WBWF also 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?   
    **Limit response to 200 words.**
  + 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?   
    **Limit response to 200 words.**

**Houston Public Schools is an equal-opportunity employer and seeks diversity within the staffing. We have all our jobs posted on the state Ed Post and within the metropolitan area. We have been attending each semester recruiting days at the local university to recruit diverse and effective teachers. We have also been able to work with our system teachers on call to bring in teachers from outside our community.**

### Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X 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.

X 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. Please fill out the table below with your specific SMART goals.

#### All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| HES:  During the 2021-2022 school year the preschool teachers will use the High Scope curriculum with all students.  During the 2021-2022 school year all students who do not attend preschool will be encouraged to attend Kinder Connection and ECFE classes. Key portions of the High Scope curriculum will be implemented at these events.    MNVA:  MNVA will utilize a standardized assessment plan across all grades, K-12, allowing us to better track the academic support and interventions implemented.  This data will be used to ensure all kindergarten students receive the skills, knowledge and attitudes necessary for future success. | Provide the result for the 2020-21 school year that directly ties back to the established goal.  All Kindergarten students were screened prior to enrolling and those students who needed extra assistance were provided the interventions.  100% of kindergarten students at MNVA were assessed using the standardized assessment plan. | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_X\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 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?

**Pre-school data is used. The data is disaggregated for special education services and for financial scholarships due to financial need. We are a 4-Star Parent Aware program and ensure we maintain the rating each year.**

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| HES:  During the 2021-2022 school year all teachers in grades K – 3, ADSIS teachers and special education teachers and the SAT/MTSS PLC will use the data from MCA and FastBridge to address areas of weakness in the current curriculum.  MNVA:  MNVA K-3 teachers will utilize an instructional model whereby teachers administer formative and summative assessments to: a) identify students who have not mastered priority skills within each instructional cycle, and; b) develop an academic plan for students who have not mastered priority skills | Provide the result for the 2020-21 school year that directly ties back to the established goal.  Using the MCA and MTAS results for grade 3 in Houston Elementary School and Minnesota Virtual Academy, the students demonstrated a 52%  in proficiency to  56%  proficiency.  Minnesota Virtual Academy showed a 15% increase from 2019 to 2021, and Houston Elementary School demonstrated a 4% increase over the same period. | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_X\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 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?

Response:

* **Using the MCA and MTAS scores for third graders, the third-grade teachers along with their principals analyze the scores, looking for trends overall and in disaggregate groups.**
* **The onsite teachers completed curriculum mapping in reading and have planned their instruction to ensure all gaps that were found to have existed during the mapping process are addressed in a way that ensures student success. They are also currently working on common assessments and standards reporting.**
* **The online teachers are going to be using power standards and finding the gaps to focus on. We have also hired an additional reading intervention teacher to meet with the teachers and develop those strategies to hit the gaps.**
* **The principals and teachers are monitoring and adapting the FastBridge reports will be used to gauge where we expect the students to achieve on the MCA/ MTAS assessments. Using the MCA/ MTAS results in the late spring, analysis of the correlation will be completed to see if the formative assessments are indicative of summative results.**

#### Close the Achievement Gap(s) Between Student Groups

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| **Houston Elementary School:**  By the end of the 2021-2022 school year, each staff member will implement the prior year’s training on making accommodations to meet the needs of all students including all racial and ethnic groups, special education students and children living in poverty.  Math  The percentage of all students enrolled in grades 3-6 in Houston Elementary School for at least a half a school year who earn an achievement level of Meets the Standards or Exceeds the Standards in Mathematics on all state accountability tests (MCA and MTAS) for grades 3-6 will increase from 61% in 2021 to 63% in 2021.  Reading  The percentage of all students enrolled in grades 3-6 in Houston Elementary School for at least a half a school year who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading all state accountability tests (MCA and MTAS) for grades 3-6 will increase from 58% in 2021 to 60% in 2022.  Science  The percentage of all students enrolled in grade 5 in Houston Elementary School for at least a half a school year who earn an achievement level of Meets the Standards or Exceeds the Standards in Science on all state accountability tests (MCA and MTAS) for grade 5 will increase from 63% in 2021 to 65% in 2022.  **Houston High School-**  By the end of the 2021-22 school year, each teacher will implement the Marzano Art and Science Teaching Framework to align student learning to the standards.  **Summit:**  By the end of the 2021-2022 school year, each teacher will implement the Marzano Art and Science of Teaching Framework to align student learning to standards.  Math  The percentage of all students enrolled in grade 11 in Summit Learning Center for at least a half a school year who earn an achievement level of Meets the Standards or Exceeds the Standards in Mathematics on all state accountability tests (MCA and MTAS) for grade 11 will increase from 0% in 2019 to 15% in 2021.  Reading  The percentage of all students enrolled in grade 10 in Summit Learning Center for at least a half a school year who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading all state accountability tests (MCA and MTAS) for grade 10 will remain the same from 0% in 2019 to 15% in 2021.  Science  The percentage of all students enrolled in high school biology in Summit Learning Center for at least a half a school year who earn an achievement level of Meets the Standards or Exceeds the Standards in Science on all state accountability tests (MCA and MTAS) for high school biology will remain the same from 20% in 2019 to 31.7% in 2021.  **MNVA:**  80 % of all MNVA students will show one year’s academic growth in one year’s time in Math and ELA as measured by the Fastrbridge and Star360 assessments.  A minimum participation rate of 80% is required to calculate overall growth accurately. | Provide the result for the 2020-21 school year that directly ties back to the established goal.  Of the 34 disaggregate groups reported on mathematics accountability tests, all but 2 categories moved in a positive direction for MNVA. In the 6 categories in math all categories moved down for Houston Elementary School. In Houston High School. In the 5 categories they also had losses in all 5.  In reading MNVA grew in all categories. In Houston Elementary and High School again we saw loss across the board in these disaggregate groups, the same as in math.  As an entire district we are far above the state average in all disaggregate groups. The growth was positive all the way around for our online learners and our in-person learners declined during the pandemic and change in learning model. | ***Check one of the following:***  \_\_X\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 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?
* interventions on student behaviors? Describe below.
* Since we use Fastbridge, we utilize the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) tool for class-wide screening at the beginning and end of the year, with ADSIS students screened quarterly to analyze whether their behavior is improving, staying the same or deteriorating. Since both Houston Elementary and Houston High School use a SWIS system to monitor behaviors and input the data into Infinite Campus, the student management system, we will also be able to assess just the ADSIS students discipline referrals as compared to the rest of the student population since the reports within Infinite Campus allow for that type of disaggregation. The results of the SAEBRS are discussed at the ADSIS Leadership Team meetings since the two principals on the team have access to the discipline data, which are pulled for the quarterly meetings. Besides discipline behaviors, the quarterly meetings also allow for the Leadership Team to monitor the academic grades earned by the students in the ADSIS program. The Leadership Team may bring a student’s name to SAT meetings if the grades demonstrate a slide in GPA.

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| **HHS**  Houston High School will participate in the Southeastern MN Redefining Ready Cohort focusing on ACT benchmarks, cumulative 2.8 GPA for seniors or higher, students participating in dual credit, students participating in AP courses, student achievement in Algebra II course, attendance freshmen year, involvement in community service, student co-curricular involvement, work-based learning, and industry credentialing.    **MNVA:**  MNVA middle and high school will continue to utilize the Stride Career Pathways, offering 8 pathways at the high school level for the 21-22 school year.   During the 21-22 school year, MNVA will offer all courses and resource programs (such as Skills USA, Tallo, Naviance and Nepris) at both the middle and high school levels in support of these 8 pathways.  **Summit:**  By graduation of 2021, each senior will have a résumé created and usable for a career and / or college. Seniors will participate in one mock job interview, and all juniors will have their career- and college-readiness checklist reviewed at their junior meeting. | Provide the result for the 2020-21 school year that directly ties back to the established goal.  100% of our students are on track to meet this goal. | ***Check one of the following:***  \_X\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 200-word limit.**

* Using data from the most recent class of graduates, 88 percent had been accepted and were going to go on to further schooling at either a two-year or four-year technical college or university.
* Of the MNVA graduates, 23 percent received scholarships to help defray the costs of this schooling.
* At Houston High School, every student has been working towards the Redefining Ready Benchmarks.
* Houston High School staff have been developing partnerships in the community for students to complete internships and receive real-world experiences.
* MNVA has formed a partnership with Local 49 and also legislation to promote our career pathway work.

#### All Students Graduate

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| **HHS:**  By graduation of 2022, each senior will have a résumé created and usable for a career and / or college. Seniors will participate in one mock job interview, and all juniors will have their career- and college-readiness checklist reviewed at their junior meeting.  **Summit:**  By the end of the 2021-2022 school year, every high school junior will meet with the counselor to discuss progress toward graduation and what opportunities exist if the student is in jeopardy of not graduating.  **MNVA:**  MNVA high school will utilize the MEIRS (Minnesota Early Indicator and Response System) model to target specific interventions to ensure this year’s 9th graders do not fall behind in credits towards their 4-year graduation plan.  The percentage of 9th and 10th grade students who are on-track with credit completion at the end of 9th/10th grade will increase from 53% to 60% by the end of the 21-22 school year. | Provide the result for the 2020-21 school year that directly ties back to the established goal.  At the HHS we are at a 94% graduation rate. At MNVA our current rate wat 28.6 and we hope to increase by 2%. | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_X\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**Narrative is required. 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?

* **The students at MNVA are categorized by enrollment date when analyzing the data. The students who attend school with MNVA from ninth grade through graduation have a graduation rate that is much higher and would be meeting the state’s goal for graduation rate. Students who have enrolled later in their high school careers are less likely to graduate on time due to fact that many come to MNVA credit deficient, while MNVA is not a credit-recovery program. The goal for MNVA is to help each student find a path to graduation that allows the student to graduate as close to his/ her four-year cohort as possible.**
* **A group from MNVA--comprised of administration, teachers and a counselor—created a plan to address the low graduation rate at MNVA. This MEIRS team is targeting the ninth-grade students in 2019-2020, 2020-21 10th graders and will add a grade level each year until 2024 when all high school grades will be addressed.**
* **Each year we will analyze the graduation rate data and adapt the plan as necessary.**

## 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](https://www.revisor.mn.gov/statutes/cite/124D.862)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don’t meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

**This progress report has two parts:**

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on 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.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the** [**Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy)**. You can copy your responses from this template into the electronic form.**

### Achievement and Integration

**District** **Name**: Type response here

**A and I Contact**:Type response here

**Title**: Type response here

**Phone**: Type response here

**Email**: Type response here

#### Annual Public Reporting

**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. If a link is not available, describe how the district disseminates the report to stakeholders.
* Provide the direct website link to the A&I materials.

#### Annual Public 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 2020-21 school year.

#### Achievement and Integration Goal 1

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | **Check one of the following:**  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**Narrative is required. 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?

Type response here

#### Achievement and Integration Goal 2

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**Narrative is required. 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?

Type response here

#### Achievement and Integration Goal 3

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**Narrative is required. 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?

**Please note:** If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

#### Integration

**Narrative is required. 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

#### Impacts from Online Learning

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren’t able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

### Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**: Enter school name here

#### Achievement and Integration Goal 1

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**Narrative is required. 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?

Type response here

#### Achievement and Integration Goal 2

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**Narrative is required. 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?

Type response here

#### Achievement and Integration Goal 3

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**Narrative is required. 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?

**Please note:** If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

#### Integration

**Narrative is required. 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

#### Impacts from Online Learning

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren’t able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here