



2020-21 Combined World's Best Workforce (WBWF) Summary

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](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Chokio-Alberta Public Schools

Grades Served: PreK-12

WBWF Contact: Tate Jerome

A&I Contact: NA

Title: Principal

Title: NA

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

No

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

November 15th, 2021

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)
Maggie deNeui	Parent and Community Member	
Amanda Marty	5 th grade Teacher	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Kayla Morrill	6 th grade Teacher	
Adam Wiebe	HS Language Arts Teacher	
Ozzy Jerome	Student	
Rachel Volker	Special Education Teacher	
Darcie Daugherty	Intervention Teacher	

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?

Annually the C-A’s District Advisory Committee along with the rest of our teaching and administration staff review *STAR 360 Scores, MCA Scores, and FAST Scores to determine if there are gaps between low-income students, students of color or American Indian students.*

- 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?

We continue to provide an RTI approach for all struggling students using data driven decisions to lessen any achievement gap a given student might have.

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?

The diversity of the C-A district is very small, but continue to strive to find teachers who reflect the diversity of enrolled students in the district. Our student population is 98% white so our teacher population represents our student population.

- 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?

We continue to contact many schools of education along with educational job postings and give preference within the law to candidates that reflect the diversity of our student population.

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
<i>Continue to have all (100%) Chokio-Alberta Pre-School students ready for Kindergarten.</i>	<i>All students were ready for Kindergarten for the 2020-21 school year determined by Kindergarten Teacher – Kim Marty and Midwest Special Education Cooperative Specialists using proven various educational criteria.</i>	Check one of the following: X On Track (multi-year goal)

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.

NA

- Pre School Students are screened using Early Literacy/Numeracy STAR 360 assessments by the Preschool teacher and our Special Education Cooperative does a best practices preschool screening to identify students’ needs or readiness going forward to kindergarten.
- Any students identified through the screening and assessment process as having intervention needs begin the evaluation process in our Rti approach.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Using STAR 360 test scores, MCA scores and FAST Reading scores to identify struggling reading students, provide the proper interventions identified through testing data for those struggling students, and give extra time above and beyond classroom instruction while monitoring the struggling students' progress. Using this RTI approach we strive to close the achievement gap to help all students achieve grade-level literacy by third grade. Chokio-Alberta Public Schools want to have all (100%) of 3rd grade students achieving at grade-level literacy using STAR 360 as our assessment tool.</i></p>	<p><i>The Chokio/Alberta Public School's 3rd grade students were 100% proficient in achieving grade level literacy by meeting grade level in STAR 360 Assessments used in our RTI program from the 2020-2021 school year and want to reach 100% by 2021-22.</i></p>	<p>Check one of the following:</p> <p>X On Track (multi-year goal)</p>

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.

NA

Narrative is required. 200-word limit.

- *Students are identified as not at grade level in either math or reading using various assessment methods including STAR 360, FAST, and MCA's.*
- *Using our established Intervention system we provide the proper interventions needed for those identified struggling students to help them grow and close the achievement gap.*
- *If a struggling student is not growing with our interventions we will evaluate them for Special Education.*
- *We continue to provide best practice services to students whether they qualify for Special Education or not, but depending on Special Education qualification a student's day may look different.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Chokio/Alberta Public Schools goal is to have 85% of all students in grades Kindergarten through 8th grade score at grade level in Reading and Math using an assessment tool called STAR 360. If they are not at grade level we strive to help them have above average growth each year through our Intervention program. We monitor all Chokio-Alberta Public Schools students in Reading and Math with an assessment called STAR 360. Using our established Intervention system to identify struggling reading and math students for kindergarten through 8th graders, provide the proper interventions needed for those struggling students, and monitor the struggling students' progress will close the achievement gap.</i></p>	<p><i>Chokio/Alberta Public Schools students in grades kindergarten through 8th are closing the achievement gap. In reading K-8th grade students are at a rate of 85% proficient on STAR 360 Assessments used in our RTI program from the 2019-2020 school year. In math K-8th grade students are at a rate of 85% proficient on STAR 360 Assessments used in our RTI program from the 2019-2020 school year. We want to get students to be 85% proficient in reading and 85% proficient in math scores on STAR 360.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p>

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.

NA

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- Using our established Intervention system we provide the proper interventions needed for those identified struggling students to help them grow and close the achievement gap.*
- If a struggling student is not growing with our interventions we will evaluate them for Special Education.*

- *We continue to provide best practice services to students whether they qualify for Special Education or not, but depending on Special Education qualification a student's day may look different.*

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Using our established career and post-secondary education curriculum called Ramp-Up to Readiness for students in 7th through 12th grade, Chokio-Alberta Public Schools will improve the student’s career and post-secondary readiness from the top 80% achieving students of each grade in 2020-21 to 90% of all the students in grades 7th -12th by 2021-22. To measure we survey all students each year using a career and post-secondary readiness questionnaire.</i></p>	<p><i>Chokio-Alberta Public Schools graduating class of 2021 had 6 out of the 10 or 60% enrolled and is studying in a post-secondary education program. The remaining students were actively working in the workforce. 100% of the graduating class of 2020 were either in a post-secondary program or active in the workforce. We haven’t surveyed 2021-22 students on their career and post-secondary readiness.</i></p>	<p>Check one of the following:</p> <p>X On Track (multi-year goal)</p>

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.

NA

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? *To measure we survey all students each year using a career and post-secondary readiness questionnaire.*
- How is this data disaggregated by student groups? All graduating students are taken into account.
- What strategies are in place to support this goal area? *Using our established career and post-secondary education curriculum called Ramp-Up to Readiness for students in 7th through 12th grade, Chokio-Alberta Public Schools will improve the student’s career and post-secondary readiness*

All Students Graduate

Goal	Result	Goal Status
<i>Chokio/Alberta Public Schools will continue to graduate 100% of all their students.</i>	<i>Chokio/Alberta Public Schools graduated 100% of their Class of 2021!</i>	Check one of the following: X On Track (multi-year goal)

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.

NA

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?

Answers

- Graduation Rate
- Student Population based on by student groups
- All the above

Link to edit

http://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy/?snc=1636472391_618a9647956187.50017246&sg_navigate=start