



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Technical Academies or Minnesota
Grades Served: 7-12

WBWF Contact: Michaela Bengtson
Title: Advisor
Phone: 3202625640
Email: mbengtson@technicalacademies.org

WBWF Contact: Jenny Hughes
Title: Convenor
Phone: (507) 400-4009
Email: jhughes@technicalacademies.org

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual 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, 2018**, to 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 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.

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.

- <https://docs.google.com/document/d/1QrX-k8HPVaHWtFpZrU5fLhPHiv8iXizS2IQ1rKi5y-l/edit>
- <https://technicalacademies.org/board-info/>

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.

- *December 11th 2017*

District Advisory Committee-

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Elise Hageman	Advisor	

Jenny Hughes	Title 1	
Tara Larson	Parent	
Shawn Brown	Parent	
Michaela Bengtson	Advisor	
Josie Olander	Para	
Traci Smith	Community	
Terri Bartlett	Parent	
Amy Haney	Student	
Sue Blumhoefer	Community	
Melissa Hoffman Bodin	advisor	
Rena Bartlett	Para	

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.

- As a small charter district, all staff are working with all of our students. Additionally, our schools provide professional development related to areas that affect low income and minority students. The professional development is provided by staff and experts in their fields. When new staff members join us, we employ several supports to ensure success, including our mentorship program and peer review. To improve access to minority populations CHOICE partners with the Owatonna Bus company and DREAM provides transportation through the use of a school van. When new positions are posted at TAM a concerted effort is put forth to find as divers of an application pool as possible. To date, we have not had any minority applicants.

Local Reporting of Teacher Equity Data-

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

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 Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2017-18 school year.</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: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track

		<p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p>X District/charter does not enroll students in kindergarten</p>
--	--	---

- Goal is irrelevant as it does not pertain to our student body as we are a 7-12 school.

All Students in Third Grade Achieving Grade-Level Literacy-

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Goal is irrelevant as it does not pertain to our student body as we are a 7-12 school.</p>		<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p>X District/charter does not enroll students in grade 3</p>

- Bulleted narrative is appreciated. 200 word limit.*
- Not relevant to TAM.

Close the Achievement Gap(s) Between Student Groups-

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>a. All students will have an Individualized Learning Plan which includes their post-secondary plan and preparation</p>	<p><i>All students have a PLP that is specific to them and are started in September and reviewed through out the year.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p>x On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p>xGoal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- CHOICE Academic Committee DREAM Curriculum committee has reflected achievement data using NWEA and MCA scores. Students are split by advisory.
- TAM students have extra support through the Title I program, and meet regularly with advisors to keep track of credit completion and subject mastery.
- CHOICE and DREAM Title I assists in developing student-specific goals and plans, and advisors conduct credit checks.
- CHOICE will look for an increase in NWEA and MCA scores, with the majority of gains completed by target students.
- DREAM focuses on using the Hope survey in order to continue to look at closing the achievement gap to identify other needs outside of academics that might hinder students learning.
- DREAM focuses on being whole student learning centered to address the outside factors that also can effect student learning.

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
a. Advisory topics will follow an outline of college and career ready topics	<i>Advisory topics focus on helping students gain skills related to college and their future careers.</i>	Check one of the following: Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Bulleted narrative is appreciated. 200 word limit.

- CHOICE students keep a PLP where they make career and college goals. Students are tested in the fall and spring to monitor growth. Students are grouped by skill target needs.
- CHOICE Staff plan multiple college visits, career interest polls, and focus on career and college topics in advisory.
- CHOICE staff are struggling to touch on career and college advisory topics as often as needed. Trips to colleges and workplaces have increased.
- CHOICE students are showing a higher interest in their futures.

- *Each advisory is provided career topics for a advisory group activity in addition some advisory utilized the habitude books (leadership and career readiness)*
- *What strategies are in place to support this goal area? 7th,8th, jr, and sr projects as well as MCIS to take assessments for a career cluster*
- *Advisors did career work with there students on their college and career needs. (Monthly CTE topics are done in each advisory) Also, Career exploration Day at college, Ridgewater career info sessions, Career you, voc rehab, Career and College Exploration course, college visits*
- *Students, upon graduating from DREAM have expressed they are more confident in what they will do in the future in regards to a career or college.*

All Students Graduate -

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
On-site generated: Four-year graduation rate: 95% of students continuously enrolled for four years; 85% of students continuously enrolled for three years; 70% for two years; and 50% for one year.	<i>Unfortunately, we did not have all of the data available.</i>	Check one of the following: Multi-Year Goal: x On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met x Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12

Bulleted narrative is appreciated. 200-word limit.

- CHOICE compares graduation rates to those of other area schools using Public School Review. Data is split and monitored by grade level.
- CHOICE monitors credit completion through PLPs, and students that are behind create a credit recovery plan with their advisor.
- CHOICE advisors are guiding students with creating credit recovery plans as needed.
- CHOICE graduation rates remain steady.

- DREAM used the Minnesota Report Card to identify graduation rates and disaggregated by student ethnic groups and subject area.

- At DREAM a personal learning plan (PLP) is created for all students at DREAM. Students work with staff members to set the PLP and create goals. If students do not show adequate academic progress at Student Assistance team is formed to help the student identify obstacles and help student problem solve solutions to obstacles.

- At DREAM to ensure progress towards our goal DREAM uses our graduation rate and retention to monitor if we are helping students achieve their goals.