



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

District or Charter Name: AGAMIM CLASSICAL ACADEMY

Grades Served: K-6

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A and I Contact: Miranda Morton
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New this year! 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, 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://www.agamim.org/annual-report-and-worlds-best-workforce-summary/>

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.

➤ *Initial Date: October 2nd, 2018. Rescheduled Date: November 26th, 2018. Both meetings were scheduled for 4:15 PM.*

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)
Miranda Morton	Executive Director	
Erica Strohl	Board Chair and Parent	
David Magare	Board Member and Parent	
Michael Ginzburg	Board Member and Parent	
Jessica Ensminger	Board Member and Teacher	

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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
**Our school board, administrative team, and WBWF Group are in this conversation to review equitable access to data.*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
**Our school skill groups in math and reading (and other subjects), and we prioritize putting the most experienced teachers with the lowest groups. Many of our vulnerable students come to our school several grade levels behind, and our skill grouping plan works to help all children advance quickly to grade level or above. The smaller-sized, homogenous groups with an expert teacher using a data-proven math and reading intervention curriculum do provide all students access to the best people and materials. Our school uses classroom, NWEA MAPS, and MCA data to determine if there are achievement gaps for any demographic areas. We know that our students in special education and EL programming have the widest gaps for us to overcome.*
 - *What are the root causes contributing to your gaps?*
**Many of our students come in many grade levels behind, which makes it challenging to minimize academic gaps quickly. Access gaps are not as much of an issue because of skill grouping and using rigorous and scientifically proven curriculum as the base curriculum for all students.*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
**We skill group and prioritize placing the most experienced and effective teachers with the students in need most. We also try each year to hire experienced and effective, in-field teachers for our whole teaching faculty. (We have had a shortage in receiving licensed, experienced candidates in the past two years, especially in special education.)*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
**We struggle to recruit a diverse teaching faculty, but our paraprofessional staff do reflect more the diversity of our student body.*
 - *What efforts are in place to increase the diversity of the teachers in the district?*
**We continue to advertise locally and nationally using Indeed, EdPost, our website, Facebook (locally and through NYC and NJ). We ask staff to consider using social media or college connections to help us recruit a diverse faculty. This has been very challenging. I am eager to learn more from MDE about successful efforts made around the state in this area. **It is my hope that our paraprofessional team can be grown and recruited to become our future faculty. This might help our recruitment of a more diverse staff.*

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. ****We did not publicly report this data but will when required in 2019. The closest we come is having our families see our faculty and student body diversity on the MDE School Report Card. This does not include data matching students to expert 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 checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Early Literacy Goal—NWEA MAPS: By the Spring of 2020, more than 70 percent of kindergarten students will demonstrate readiness for 1st grade by reaching an NWEA MAPS Reading Test RIT score of 159.</p>	<p><i>64% of Kindergarten Students in the spring of 2017-18 achieved an NWEA MAPS RIT score at or above 159. (37/58 students).</i></p> <p><u>Gender Results:</u></p> <p>*Female: 21/30=70%</p> <p>*Male: 16/28=57%</p> <p><u>Race/Ethnicity Results:</u></p> <p>*Asian: 14/18=78%</p> <p>*African American: 2/6=33%</p> <p>*Black/White: 4/5=80%</p> <p>*Caucasian: 15/26=58%</p> <p>*Hispanic: 1/1=100%</p> <p>*White/Hispanic: 1/1=100%</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

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?*

**We used the NWEA MAPS Reading Test to identify needs in this group of students. The data is disaggregated by student groups. See data breakdown above (in the goal area).*

- *What strategies are in place to support this goal area?*

**Our school uses Direct Instruction Horizons reading curriculum, a research-supported, phonics-based reading program that emphasizes all seven areas of literacy development. Our trained instructors monitor student reading data on a weekly basis and use flexible skill-grouping to ensure all students are in the proper reading level with the most skillful teacher in order to advance students to mastery as quickly as possible.*

- *How well are you implementing your strategies?*

**We currently implement all of these strategies but are always limited in finding sufficient numbers of highly skilled reading teachers to address the needs of all skill groups.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

**Because we track data on a weekly basis, we can detect quickly if adequate progress is being made. If not, we can adapt and change course or change instructors.*

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>MCA III Data: By the Spring of 2020, the school's grade 3 Reading proficiency rate will achieve 70% and will exceed the state's grade 3 Reading proficiency rate.</p> <p>Early Literacy Goal—NWEA MAPS: By the Spring of 2020, more than 70 percent of kindergarten students will demonstrate readiness for 3rd grade by reaching an NWEA MAPS Reading Test RIT score of 199.</p>	<p><u>MCA</u> <i>Grade 3 MCA Reading Data 2018: Agamim 65.5% and State 56.2%</i></p> <ul style="list-style-type: none"> • Agamim exceeded the State Grade 3 Reading Proficiency rate in 2018 but did not achieve 70% total proficient. <p><u>NWEA MAPS</u> <i>67% of 3rd Grade Students in the spring of 2017-18 achieved an NWEA MAPS RIT score at or above 199. (21/31 students).</i></p> <p><u>Gender Results:</u> *Female: 7/14=50%</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
	<p>*Male: 14/17=82%</p> <p><u>Race/Ethnicity Results:</u></p> <p>*Asian: 3/4=75%</p> <p>*African American: 2/6=33%</p> <p>*Black/White: 0/1=0%</p> <p>*Caucasian: 14/18=78%</p> <p>*White/Asian: 1/1=100%</p> <p>*White/Hispanic: 1/1=100%</p>	

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?*

**We have used grade 3 reading data from the MCAs and NWEA MAPs tests. NWEA data is disaggregated by race and gender. This grade level needs support increasing achievement for African American and female students.*

- *What strategies are in place to support this goal area?*

**Our school uses Direct Instruction Signatures Reading Mastery reading curriculum, a research-supported, phonics-based reading program that emphasizes all seven areas of literacy development. Our trained instructors monitor student reading data on a weekly basis and use flexible skill-grouping to ensure all students are in the proper reading level with the most skillful teacher in order to advance students to mastery as quickly as possible.*

- *How well are you implementing your strategies?*

**We currently implement all of these strategies but are always limited in finding sufficient numbers of highly skilled reading teachers to address the needs of all skill groups.*

- *How do you know whether it is or is not helping you make progress toward your goal?*
- **Because we track data on a weekly basis, we can detect quickly if adequate progress is being made. If not, we can adapt and change course or change instructors.*

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>MCA III Data: By the Spring of 2023, the school's (all grades) Reading proficiency rate will equal or exceed the state's Reading proficiency rate for the following subgroups:</p> <ul style="list-style-type: none"> A. Free- and Reduced-Price Meals B. Special Education C. African American D. English Learners 	<p>MCA Results—Agamim’s proficiency rates in Reading exceeded the state in two of the following four subgroups in 2018.</p> <ul style="list-style-type: none"> A. Free- and Reduced-Price Meals: <ul style="list-style-type: none"> • Agamim: 22.2%--10 out of 30 in grades 3-5 • State: 41.4%--69,135 out of 172,023 in grades 3-10 B. Special Education: <ul style="list-style-type: none"> • Agamim: 31.8%--7 out of 22 in grades 3-5 • State: 26.0%--15,397 out of 59,155 in grades 3-10 C. African American: <ul style="list-style-type: none"> • Agamim: 20.0%--6 out of 30 in grades 3-5 • State: 33.7% --16,190 out of 48,104 in grades 3-10 D. English Learners: <ul style="list-style-type: none"> • Agamim: 27.3%--3 out of 11 in grades 3-5 • State: 13.4%--4,972 out of 37,049 in grades 3-10 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" 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>

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?*

**We have reviewed MCA Reading proficiency data for our most at-risk population groups—Free-/Reduced-Price Meals, Special Education, African American, and English Learners.*

- *What strategies are in place to support this goal area?*

**In addition to the strategies listed above in Kindergarten and Grade 3 Reading goal reports, we have created tutoring and after school programming for students in these most at-risk groups.*

- *How well are you implementing your strategies?*

**Tutoring will begin grade-level wide in 2019. The after school program ran for 50 days in 2018. Students did make gains in reading and math according to data in Study Island, but they often demonstrate lack of motivation or testing anxiety when taking the MCA tests in the spring. This was our school's first attempt at an after school academic enrichment program, and the academic design will be redesigned and improved each year to meet the new group of students' needs.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

**Academic enrichment programming includes Study Island, an online program that tests reading and math data on a daily basis. We use this data and in-class data to determine if the students are making progress towards their individual growth goals.*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>MCA III Data: By the Spring of 2023, rates of Reading and Math proficiency in grades 6-8 will equal or exceed the state's proficiency rates.</p> <p>A. 6-8 Reading B. 6-8 Math</p>	<p>MCA Results—Agamim's proficiency rates for Reading and Math only include grade 6 in 2018 as the school did not yet enroll 7th and 8th grade students.</p> <p>A. Reading—only grade 6:</p> <ul style="list-style-type: none"> • Agamim: 29.4%--5 of 17 students • State: 64.5%--41,790 of 64,772 students <p>B. Math—only grade 6:</p> <ul style="list-style-type: none"> • Agamim: 17.6%--3 of 17 students • State: 53.6%--34,641 of 64,660 students 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p>On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

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?*
**We used MCA Reading and Math data for grade 6. In future years we will include grades 7 and 8 as we add these students.*
- *What strategies are in place to support this goal area?*
**Please see strategies listed in Kindergarten and Grade 3 Reading Goals in addition to strategies listed in Closing the Achievement Gap.*
- *How well are you implementing your strategies?*
**In 2019 we will include double-dosing in reading and math for the school's lowest students. This will be in addition to tutoring and after school programming. This grade level has the most new students who have come to Agamim with significant under-education and needs.*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12

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?*

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>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<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>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<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>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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.