

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

## Report Instructions and Information

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### Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2020-21, please provide the relevant data when possible. For each goal, you will have the opportunity to describe how disruptions from COVID-19 have affected data quality.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2021. Save your specific survey link for easy access to your district/charter's summary report.

Contact our WBWF Specialist at [mde.worldsbestworkforce@state.mn.us](mailto:mde.worldsbestworkforce@state.mn.us) if you need a copy of your specific survey link.

## Cover Page

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### District or Charter Name

4230-07 Minnesota Excellence in Learning Academy

### Grades Served

### Please check all that apply:

Prekindergarten  
Kindergarten  
First grade  
Second grade  
Third grade  
Fourth grade  
Fifth grade  
Sixth grade

### WBWF Contact Information

#### WBWF Contact Name

Danielle Fields

#### WBWF Contact Title

Executive Director

**WBWF Contact Phone Number**

7632054396

**WBWF Contact Email**

dfields@melaschool.org

**Did you have an MDE approved Achievement and Integration plan implemented in the 2020-21 school year?**

**Did you have an MDE approved Achievement and Integration plan during 2020-21 SY?**

No

What year of your Achievement & Integration plan are you reporting on?

**Did you have a Racially Identifiable School (RIS) in the 2020-21 SY?**

**A&I Contact Name**

**A&I Contact Title**

**A&I Contact Phone Number**

**A&I Contact Email**

## **Annual Report**

MDE understands this past school year (2020-2021) 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 link to the district's WBWF annual report and A&I materials.**

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.

<https://www.melaschool.org/resources1.html>

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 2020-2021 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.

October 14, 2021

### World's Best Workforce

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## 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.

## District Advisory Committee Members

Complete the list of your district advisory committee members for the 2020-21 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

### First and Last Name

Danielle Fields

### Role in District

Executive Director

### Part of Achievement and Integration Leadership Team?

No

### First and Last Name

Paula Barros

### Role in District

School Director

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Julie Eduputa

**Role in District**

Parent/School Board Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Greysi Goeden

**Role in District**

Parent/Paraprofessional

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Erika Finanger

**Role in District**

Teacher/School Board Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Emily Johnson

**Role in District**

Community Member/School Board Member

**Part of Achievement and Integration Leadership Team?**

No

# Equitable Access to Effective and Diverse Teachers

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.

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?

(200 word limit)

MELA places a priority on hiring diverse, multilingual, licensed staff that represents the community it serves. All hiring is approved by the school board. Roughly 30% of the school staff speaks a language that is represented in our students home language.

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?**

(200 word limit)

MELA advertises open positions on social media, our school webpage, educational, state, and national job boards.

MELA has partnerships with local universities, including "grow your own" program in order to seek out diverse in-field and effective teachers.

Once hired, MELA has a mentoring program in place as well as ongoing in-house professional development that places an emphasis on research-based, trauma-informed, and culturally relevant instruction in the areas of ELA, Math, Science, and SEL.

**WBWF Requirement: WBWF 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?

(200 word limit)

Rachial/Ethnic groups are listed below. Y/N indicates Yes or No if MELA has at least one active staff member.

Black-Y

Hispanic/Latino-Y

Asian-Y

More than 1-Y

White -Y

**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?**

(200 word limit)

Please refer to the answer for #8.

## Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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.

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.

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.**

### All Students Ready for School

**Does your district/charter enroll students in kindergarten?**

Yes

#### Goal

**Provide the established SMART goal for the 2020-21 school year.**

80% of all PreK students will be at the Fall Baseline on the Kindergarten Assessment.

#### Result

**Provide the result for the 2020-21 school year that directly ties back to the established goal.**

60% of all PreK students will be at the Fall Baseline on the Kindergarten Assessment.

#### Goal Status

**Check one of the following:**

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.

This goal is based upon students knowing 26/26 letters of the alphabet. Please Note, this goal is more rigorous than national PreK expectations of 15 letters. If we were to use the national baseline of 15 letters, 97.5% of all MELA PreK students would have reached this goal.

We offered both in-person and online schooling for PreK last year. Inconsistent attendance led to not meeting our more rigorous goal. Those students who were consistent did meet and some even surpassed this goal.

## **Narrative**

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

We use ESGI assessments for letter, letter sounds, and number identification.

Roughly 85% of our students receive F/R Lunch and roughly 95% of our students are BIPOC.

We do monthly benchmarking. Data collected is used to create responsive, targeted small group or 1:1 instruction. These small groups and research-based, trauma-informed, and culturally relevant instruction in the areas of ELA and Math are supported by our instructional coach.

## **Do you have another goal for All Students Ready for School?**

No

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

### **Does your district/charter enroll students in grade 3?**

Yes

### **Goal**

**Provide the established SMART goal for the 2020-21 school year.**

More than 50% of all third grade students will achieve developmental growth expectations in reading.

### **Result**

**Provide the result for the 2020-21 school year that directly ties back to the established goal.**

76% of all third grade students achieved developmental growth expectations in reading.

### **Goal Status**

**Check one of the following:**

Goal Met (one 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.

We tracked students who started and ended the year with us.

## **Narrative**

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

We used monthly running records and DRA testing 3xs a year to collect this data.

Roughly 85% of our students receive F/R Lunch and roughly 95% of our students are BIPOC.

We do monthly benchmarking. Data collected is used to create responsive, targeted small group or 1:1 instruction. These small groups and research-based, trauma-informed, and culturally relevant instruction in the areas of ELA and Math are supported by our instructional coach.

## **Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?**

No

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

### **Goal**

**Provide the established SMART goal for the 2020-21 school year.**

More than 50% of all students will achieve developmental growth expectations in reading.

### **Result**

**Provide the result for the 2020-21 school year that directly ties back to the established goal.**

83.5% of all students will achieve developmental growth expectations in reading.

### **Goal Status**

**Check one of the following:**

Goal Met (one 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.

We believe this percentage would have been higher if all students had consistent attendance.

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

We used monthly running records and DRA testing 3xs a year to collect this data.

Roughly 85% of our students receive F/R Lunch and roughly 95% of our students are BIPOC.

We do monthly benchmarking. Data collected is used to create responsive, targeted small group or 1:1 instruction. These small groups and research-based, trauma-informed, and culturally relevant instruction in the areas of ELA and Math are supported by our instructional coach.

## Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

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

### Goal

**Provide the established SMART goal for the 2020-21 school year.**

50% of students meet or exceed growth goal as indicated by NWEA Fall to Spring Math.

### Result

**Provide the result for the 2020-21 school year that directly ties back to the established goal.**

N/A

### Goal Status

**Check one of the following:**

Goal Not Met (one 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.**

NWEA was not a valid source of data for us this year. We allowed students to take this test at home or school (dependent if they opted for in-person or virtual learning). We found that those who took from home had parental assistance which skewed data.

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

We used Bridges unit assessments in math to target instruction as indicated below. NWEA (benchmarked 3xs a year) was skewed due to the reasons listed above.

Roughly 85% of our students receive F/R Lunch and roughly 95% of our students are BIPOC.

We do monthly benchmarking. Data collected is used to create responsive, targeted small group or 1:1 instruction. These small groups and research-based, trauma-informed, and culturally relevant instruction in the areas of ELA and Math are supported by our instructional coach.

## Do you have another goal for All Students Career- and College-Ready by Graduation?

No

## All Students Graduate

### Does your district/charter enroll students in grade 12?

No

### Goal

Provide the established SMART goal for the 2020-21 school year.

### Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

### Goal Status

Check one of the following:

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.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Does Not Apply. We do not enroll students in grades 7-12.

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

**Thank You!**

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**Thank you for completing the 2020-21 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2021.**

**[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=1631919527\\_61451da7eecf97.86499322&sg\\_navigate=start](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=1631919527_61451da7eecf97.86499322&sg_navigate=start)**