

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

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, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

Spectrum High School

Grades Served

Please check all that apply:

Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Dan DeBruyn

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

7634509845

WBWF Contact Email

ddebruyn@spectrumhighschool.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?**A&I Contact Name****A&I Contact Title****A&I Contact Phone Number****A&I Contact Email**

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.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<https://www.spectrumhighschool.org/board-of-directors/index>

Provide the direct website hyperlink to the A&I materials.

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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

Thursday, October 24, 2019

World's Best Workforce

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.

Equitable Access to Effective and Diverse Teachers

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)

Data on teacher demographics is reviewed on an annual basis. Due to the size of the school and the minimal racial diversity of the student population, Spectrum students generally experience equitable access to diverse, experienced, in-field, and effective teachers.

Spectrum is a grade 6-12 public charter school with a June 30, 2019 year-end audited ADM of 716 students, which was an increase of 42 ADM from the previous year. Spectrum's students reside in three separate school buildings – two middle school buildings (grade 6-only in one building and students in grades 7-8 in another) and one high school building comprised of students in grades 9-12. As a result of the school's size, there is not an equitable access concern. For example, there are 7 teachers in grade 6 for between 100-120 students. Subject areas are taught by different teachers and students rotate between teachers. In most cases, there is only one teacher teaching a particular subject/per grade level. If the school were to grow large enough to have more options for teachers within grade levels or subject areas, administration would review equitable access and present a plan to the School Improvement/World's Best Work Force team to ensure equal access.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

According to MDE statistics, Spectrum's experienced educator level was 86.36% as compared to educators in other low poverty districts across the state (88.22%) – a difference of 1.86%. Spectrum's free and reduced population was 11.68% during the 2018-2019 school year.

Spectrum does not believe that there are equitable access gaps present based on the low numbers and limitations provided by scheduling in three buildings with small student and teacher populations.

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)

Spectrum administration works to ensure that the most qualified licensed teachers are working with the students with the greatest need within the restrictions of scheduling staffing and students across three buildings in a small school setting. For a smaller public school with fewer resources than larger local districts, Spectrum is maintaining very comparable rates of experienced teachers to meet the needs of its students and ensure equitable access.

Spectrum will continue to advertise for open positions and consider all qualified licensed teachers to meet the needs of its population.

No specific goals have been established as Spectrum believes it is currently meeting the needs of all students related to requirements for equitable access.

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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

There is a 3.49% gap when comparing the number of teachers of Hispanic decent (0%) to students of Hispanic decent (3.49%). In addition, there is a 1.26% gap when comparing teachers of Asian decent (1.96%) to students of Asian decent (3.22%). There is less than 1% gap when comparing teachers of black or African American decent (0%) and students of black or African American decent (0.94%).

Spectrum would need to hire one teacher of Hispanic decent and less than one teacher of black or African American decent. There were no students of American Indian decent attended Spectrum in 2018-2019 – however, Spectrum did hire one for the 2019-2020 school year.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

Spectrum does not believe these numbers to be statistically significant.

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)

Spectrum will continue to advertise for open positions and consider all diverse qualified licensed teachers to meet the needs of its population. No specific goals have been established as Spectrum believes it is currently meeting the needs of all students related to requirements for equitable access.

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.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

While achievement gaps are identified through state testing, no goals for reducing the achievement gap were established in 2018-2019. However, achievement gap data is annually reviewed for all reportable subgroups in an effort to remain cognizant of all student achievement as the school works to refine teaching practices and strategies. Note: Achievement gap goals were set for the 2019-2020 school year in alignment with the schools' contract with its authorizer. That goal reads as follows: The difference between the "all-students" proficiency rate at Spectrum and any reportable subgroup proficiency rate on state accountability tests (MCA, MOD, MTAS) will be reduced over the term of the contract in both reading and math. 2019-2020 will establish the baseline for this goal.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

All Students: 69.7% (State: 59.7%) White: 71.8% (State: 67.9%) Special Education: 40.4% (State 29.9%) 29.3% difference Free and Reduced: 58.2% (State: 40.6%) 11.5% difference MATH RESULTS All Students: 61.1% (State: 55.5%) White: 62.5% (State: 64.6%) Special Education: 24.4% (State: 27.8%) 36.7% difference Free and Reduced: 50.8% (State: 34.6%) 10.3% difference SCIENCE RESULTS All Students: 63.9% (State: 50.7%) White: 67.0% (State: 60.0%) Special Education: 54.5% (State: 28.5%) 9.4% difference Free and Reduced: 38.5% (State: 30.1%) 25.4% difference

Goal Status

Check one of the following:

Met Some (multiple goals)

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

The data used is gathered from state test results as noted on the MDE website.

Significant work is being done to ensure courses are tied to standards, students are assessed on state standards, reteaching is taking place, and mastering of standards is tracked. One factor in Spectrum's lower test scores in 2018-2019 was the number of students whose parents approved them opting out of the test – resulting in those students' tests being counted as "not proficient". This is an area the school is working to remedy through communication and incentive efforts – however, it is ultimately not something in which the school has control.

These strategies are in process.

Curriculum maps are being reviewed for alignment. Ultimately, the school will not know the effectiveness of these efforts until closer to testing time in the spring.

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 2018-19 school year.

Reading Proficiency: The percentage of all students enrolled on October 1 in grades 6-11 at Spectrum who earn an achievement level of Meets the Standards or Exceeds the Standards on all Reading state accountability tests (MCA, MOD, and MTAS) will increase by 2 percentage points to a minimum score of 76.4% in 2019. Spectrum ACT scores will remain at or above the state average in Reading, Math, and Composite.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spectrum students' Reading achievement in 2019 averaged 69.7%. Spectrum students' Average ACT Score for Reading in 2019 was 24.8 as compared to the State score of 21.7. Overall, Spectrums' Average Composite ACT score in 2019 was 23.7 as compared to the state result of 21.4.

Goal Status

Check one of the following:

Met Some (multiple goals)

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

Data on state tests is taken from MDE's website. Student groups are considered by grade level as well as by demographics (Free and Reduced, Black, American Indian, Special Education, etc.). ACT scores are provided by ACT.

Significant work is being done to ensure language arts courses are tied to standards, students are assessed on state standards, reteaching is taking place, and mastering of standards is tracked. One factor in Spectrum's lower test scores in 2018-2019 was the number of students whose parents approved them opting out of the test – resulting in those students' tests being counted as "not proficient". This is an area the school is working to remedy through communication and incentive efforts – however, it is ultimately not something in which the school has control.

These goals are on track.

Teachers are utilizing RtI time to reteach in areas where students are not meeting standards. Communications are in progress with students and families.

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

Yes

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

Math Proficiency: The percentage of all students enrolled on October 1 in grades 6-11 at Spectrum who earn an achievement level of Meets the Standards or Exceeds the Standards on all Math state accountability tests (MCA, MOD, MTAS) will increase by 1.5 percentage points to a minimum score of 66.0%. Spectrum ACT scores will remain at or above the state average in Reading, Math, and Composite.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spectrum students' Math achievement in 2019 averaged 61.1% Spectrum students' Average ACT Score for Math in 2019 was 23.1 as compared to the State score of 21.4. Overall, Spectrums' Average Composite ACT score in 2019 was 23.7 as compared to the state result of 21.4.

Goal Status

Check one of the following:

Met Some (multiple goals)

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

Data on state tests is taken from MDE's website. Student groups are considered by grade level as well as by demographics (Free and Reduced, Black, American Indian, Special Education, etc.). ACT scores are provided by ACT.

Significant work is being done to ensure math courses are tied to standards, students are assessed on state standards, reteaching is taking place, and mastering of standards is tracked. One factor in Spectrum's lower test scores in 2018-2019 was the number of students whose parents approved them opting out of the test – resulting in those students' tests being counted as "not proficient". This is an area the school is working to remedy through communication and incentive efforts – however, it is ultimately not something in which the school has control.

These goals are on track.

Teachers are utilizing RtI time to reteach in areas where students are not meeting standards. Communications are in progress with students and families.

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

Yes

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

Science Proficiency: The percentage of all students enrolled on October 1 in grades 6-11 at Spectrum who earn an achievement level of Meets the Standards or Exceeds the Standards on all Science state accountability tests (MCA, MOD, MTAS) will increase by 2 percentage points to a minimum score of 60.4%. Spectrum ACT scores will remain at or above the state average in Reading, Math, and Composite.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Spectrum students' Science achievement in 2019 averaged 63.9% Spectrum students' Average ACT Score for Science in 2019 was 23.4 as compared to the State score of 21.6. Overall, Spectrums' Average Composite ACT score in 2019 was 23.7 as compared to the state result of 21.4.

Goal Status

Check one of the following:

Met All (multiple goals)

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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

Data on state tests is taken from MDE's website. Student groups are considered by grade level as well as by demographics (Free and Reduced, Black, American Indian, Special Education, etc.). ACT scores are provided by ACT.

Significant work is being done to ensure science courses are tied to standards, students are assessed on state standards, reteaching is taking place, and mastering of standards is tracked. One factor in Spectrum's lower test scores in 2018-2019 was the number of students whose parents approved them opting out of the test – resulting in those students' tests being counted as "not proficient". This is an area the school is working to remedy through communication and incentive efforts – however, it is ultimately not something in which the school has control.

We are on track.

Teachers are utilizing RtI time to reteach in areas where students are not meeting standards. Communications are in progress with students and families.

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

The % of students graduating in 4 years from Spectrum will be 90% or not less than the state average.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Data was not yet available for 2019; however, in 2018, Spectrum's 4-year graduation rate was 92.3% as compared to the State at 83.2%.

Goal Status

Check one of the following:

Goal Met (one year 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?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

Data not available from MDE by demographic area.

Spectrum has an efficient system for attendance accountability. This is overseen by the Attendance Clerks working with the dean of students. In addition, the Child Study Team at each building reviews this data by-weekly and determines when follow up is needed.

These strategies are being implemented effectively.

The school believes that Spectrum's low school counsel to student ratio (250:1) assists students in planning for and implementing their high school graduation and course plan. This allows the school to monitor progress more easily and adjust in a timely manner.

All students also take at least 2 college and career readiness courses in high school.

Spectrum's low average class sizes (approximately 25 students/class) allows teachers to monitor student progress and work with them toward success.

Lower class sizes also allow teachers to get to know their students and build rapport, which leads to better attendance.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 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, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1578628519_5e17f5a7c53876.50636961&sg_navigate=start

