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

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: Spectrum Middle School and Spectrum High School

Grades Served: 6-12

WBWF Contact: Dan DeBruyn

Title: Executive Director

Phone: (763) 450-9845

Email: ddebruyn@spectrumhighschool.org

A&I Contact: N/A

Title: N/A

Phone: N/A

Email: N/A

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

___ Yes   _X__ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

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

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 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.

Spectrum's Annual Meeting to review progress on the school's goals was held on Thursday, October 28, 2021 at 5:30 p.m.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

Spectrum's WBWF/School Improvement Team is comprised on staff, teachers, Board members, parents, and students.

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)
Dan DeBruyn	Executive Director	N/A
Mark Leland	High School Principal	N/A
Greg Heinecke	Middle School Principal	N/A
Jill Johnson	Coordinator of Curriculum and Instruction	N/A
Tony Brunt	Teacher	N/A
Nancy Moe	Teacher	N/A
Blake Mayes	Lead School Counselor	N/A
Kirsten Tuckey	Parent	N/A
Grace Beck	Student	N/A

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.

Spectrum ensures access to effective, experienced, and in-field teachers whenever possible. Of its 53 licensed teaching staff (teaching in the classroom), 51 or 96% currently maintain an in-field license. Additionally, Spectrum's administration works with all teachers through its teacher development and evaluation process to ensure they are meeting standards of effectiveness. Spectrum's teachers range in experience from 1 to 22 years. While Spectrum believes that experience is often helpful in leading to effectiveness, it is one of many factors and beginning teachers can be and often are extremely effective. The average number of years teaching amongst Spectrum's teaching staff is almost 5 years.

In a small school, often there may only be one teacher at a grade level or subject area who teaches a particular course. In addition, the number of American Indian students, students of color, and students who qualify as low income are proportionately low, but comparable to the local traditional school district.

American Indian students = 0% or 0 students

Black Students: 1.6% or 13 students

Hispanic/Latino = 4.9% or 40 students

Low Income Students = 8.3% or 67 students

Statistics taken from MDE school report card for 2020-2021

If significant gaps in achievement are identified, Spectrum considers whether a change in teacher may be a factor and adjusts if determined to be beneficial and possible.

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?

Spectrum analyzes Minnesota Comprehensive Assessment (MCA) results on an annual basis to determine if any significant achievement gaps existed for students considered to be minority or low income.

Limit response to 200 words.

Type response here

- 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?

Spectrum has concluded that equitable access to experienced and effective teachers is available for all students (including American Indian, students of color, and those who are considered low income) – see explanation above. As a result, no goals are currently in place to increase access.

Limit response to 200 words.

Type response here

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?

    Limit response to 200 words.
    Spectrum is an equal opportunity employer, advertises as such, and considers all qualified candidates who apply. Spectrum reviews and hires the best candidates for the job based on qualifications. Spectrum's diversity amongst staff is relative to the student population. For example, 1.4% (black or African American students) would equate to less than one full time (0.742) teacher. Spectrum will continue to monitor these statistics and adjust, as needed.

  - 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?
    Limit response to 200 words.

    No current goals in this area (see response above).

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.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
All measurable student subgroups whose MCA MATH and READING test results indicate a (negative) gap in achievement (between the subgroup and all students) will decrease the gap by 2% per year resulting in an overall decrease in the gap by 2024.	See chart below.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals)

Goal	Result	Goal Status
		_X_ Met Some (multiple goals) ___ Met None (multiple goals)

Goal: All measurable student subgroups whose MCA READING test results indicate a (negative) gap in achievement (between the subgroup and all students) will decrease the gap by 2% per year resulting in an overall decrease in the gap by 2024.

	Year	All Students	Hispanic/ Latino	Gap	Asian	Gap	2+ Races	Gap	Special Education	Gap	Free/ Reduced	Gap
READING	2019	69%	28%	41%	65%	4%	75%	-6%	42%	27%	60%	9%
	2021	72%	48%	24%	73%	-1%	70%	2%	32%	40%	56%	16%
	% increase/ decrease	3%	20%	-17%	8%	-5%	-5%	8%	-10%	13%	-4%	7%
Results				Gap decreased by 17%		Gap decreased by 5%. Performed better than "all students".		Gap increased by 8%. However, within 2% of all students.		Gap increased by 13%		Gap increased by 7%.

Goal: All measurable student subgroups whose MCA MATH test results indicate a (negative) gap in achievement (between the subgroup and all students) will decrease the gap by 2% per year resulting in an overall decrease in the gap by 2024.

	Year	All	Hispanic/ Latino	Gap	Asian	Gap	2+ Races	Gap	Special Education	Gap	Free/ Reduced	Gap
MATH	2019	61%	N/A	N/A	67%	-6%	42%	19%	24%	37%	50%	11%
	2021	49%	39%	10%	64%	-15%	54%	-5%	17%	32%	28%	21%
	% increase/ decrease	12%	N/A	N/A	3%	9%	-12%	24%	7%	5%	22%	-10%
Results				No comparison available.		No gap. Perform better than "all students".		No gap. Performed better than "all students"		Gap decreased by 5%		Gap increased by 10%.

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.

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?

Type response here

Spectrum's lower test results (especially in Math) were consistent with results across the state. While Spectrum's results were likely impacted by students not being available to take the test or opting out of the test due to the pandemic, the overall lower results are most likely more indicative of more than a year of distance learning and changing learning models. In spite of the circumstances, Spectrum students showed decreases in some achievement gaps and increases in reading tests results across the board.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
See chart below.	Results indicated in chart below.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal _X_ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Goal: Spectrum students will achieve at or above the state average on all ACT indicators annually.								
Performance Indicator	**Spectrum 2017-2018**	**State Avg. 2017-2018**	**Spectrum 2018-2019**	**State Ave. 2018-2019**	**Spectrum 2019-2020**	**State Ave. 2019-2020**	**Spectrum 2020-2021**	**State Ave. 2020-2021**
Average composite ACT score (Data for seniors that graduated that year, not the juniors who took the test).	**22.3**	21.3	**23.7**	21.4	**22.3**	21.3	**25.5**	21.6
English benchmarks (ACT)	**21.7**	20.2	**23**	20.3	**21.7**	*	**22.5**	*
Math benchmarks (ACT)	**22.0**	21.4	**23.1**	21.4	**22**	*	**20.5**	*
Reading benchmarks (ACT)	**22.8**	21.7	**24.8**	21.7	**22.8**	*	**24.3**	*
Science benchmarks (ACT)	**22.2**	21.4	**23.4**	21.6	**22.2**	*	**21.8**	*

Scores not available at the time of publication.

Goal: The number of graduating seniors taking college courses (based on MCA data) will exceed 90% annually.			
Performance Indicator	**2020-2021**		
	Spectrum		**State Average**
% of graduating seniors taking college courses through concurrent enrollment	68/84	81%	9%
% of graduating seniors taking college courses through PSEO	14/84	17%	32%
Total % of graduating seniors taking college courses.	82/84	98%	41%

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.

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?

Type response here

All Students Graduate

Goal	Result	Goal Status
See chart below.	See chart below.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) _X_ Met Some (multiple goals) ___ Met None (multiple goals)

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.

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?

Type response here

Performance Indicator	2017-2018	State Avg. 2017-2018	2018-2019	State Ave. 2018-2019	2019-2020	State Ave. 2019-2020	2020-2021	State Ave. 2020-2021
Goal: The % of students graduating from Spectrum in 4 years will meet or exceed the state average.	**92.31%**	83.2%	**97.3%**	83.7%	**97.7%**	83.8%	N/A	N/A
Goal: The % of graduating seniors who enroll in and plan to attend a post-secondary institution / military after graduation (as of the date of graduation) will be or exceed 90%.	**94%**	N/A	N/A	N/A	***77%**	71%	N/A	N/A

*MDE data based on students enrolling in an institution of higher education within 16 months of graduation.