



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: Hmong College Prep Academy

Grades Served: K-12

WBWF Contact: Danijela Duvnjak

A&I Contact: N/A

Title: Chief Academic Officer

Title: N/A

Phone: 651-209-8002

Phone: N/A

Email: danijela.duvnjak@hcpak12.org

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 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.
- The HCPA School Board will review the WBWF plan at the December 16, 2021 board meeting.

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.

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)
Nou Her	K-12 Staff	N/A
Danijela Duvnjak	K-12 Staff	N/A
Lisa Berken	6-12 Staff	N/A
Jenee Nordstrom	6-12 Staff	N/A
Krista Skoglund-Carlson	Elem. Staff	N/A
Mariah Mercil	Elem. Staff	N/A
Nichole Hughes	Elem Staff	N/A
Cecelia Lee	Parent	N/A
Chong Her	Parent	N/A
Sarah Lindahl	Teacher	N/A
Leeanna Vang	Student	N/A
Saw Lu Lu	Community	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.

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?

Limit response to 200 words.

Our hiring department, administrators and instructional coaches consider the number of years of teaching experience, the candidate’s licensure area, and the candidate’s references during the hiring process. Interview questions are posed that assess the candidate’s instructional competencies. If a teacher with fewer than 3 years of experience is hired, or a teacher is hired to teach outside of their licensure area, then administrators, instructional coaches and department leads monitor classroom visit data and evaluation data at least twice per year, with the first review of such data occurring within the first two months of the school year. All teachers, regardless of years of experience or licensure area are formally evaluated by administrators twice per year. HCPA’s teacher development and evaluation system consists of a rubric that aligns to professional teaching standards. If any of the data suggests the teacher is performing ineffectively, then intensive coaching is provided and data is monitored for growth. (171 words)

- 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?

Limit response to 200 words.

Our goal is that 100% of our teachers are experienced and have in-field licensure. While this goal is not always possible, we have procedures in place during hiring and through coaching to eliminate these areas being a barrier to learning (see above).

Our goal is that our schools' overall average on classroom evaluations is 3.0 or higher based on a 1-5 rubric scale (5 being highest). If the school average is below 3.0, then school wide professional development is implemented.

An additional goal is to yearly look at local and/or state assessments to identify any trends that indicate students experienced barriers to learning as a result of an inexperienced, out-of-field, or ineffective teacher. (113 words)

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.

Although most of our students are Hmong and Karen, the majority of our teachers are not Hmong or Karen. Nearly 100% of our teachers would need to be Hmong or Karen to reflect our student population.

Approximately 1% of our student population is Hispanic/Latino, and our staff reflects that population by the same percentage. (54 words)

- 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.

We have outreach efforts to local universities, we participate in the yearly education job fair, we post positions on our website, and we collaborate with Hmong American Partnership and the Karen Organization of Minnesota to broadcast open teaching positions. We also have an incentive program to encourage current teachers and staff to share openings through word-of-mouth so that local communities of color learn about our district.

Finally, we have several graduates who have gone to college and come back to be hired in our district. We will continue to pursue the outreach efforts noted above. Our College Prep program includes frequent guest speakers that range from college representatives to professionals in various fields to community advocates. We will continue to seek members of the Hmong and Karen communities to be guest speakers so that our students' culture and community is reflected in these learning experiences that extend beyond the campus. (150 words)

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.

- 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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><i>By the start of the 2020-21 school year, 70% of students will meet kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete pre-k screenings.</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>At the start of the 2020-21 school year, 65% of students met kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete pre-k screenings.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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?

The COVID-19 pandemic affected the quality of this measurement due to families being hesitant to risk exposure to additional screenings. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021, and the 6-12 schools remained in distance learning the entire school year.

We reviewed data of incoming kindergarten students who have completed the pre-k screening and a kindergarten readiness program. Due to the homogenous population of our students we did not disaggregate the data.

Our administration and registrar's office has worked diligently to educate prospective families on the importance of the pre-k screening, information on how to access the pre-k screening, and following up with enrolled families to identify the outcomes of the pre-k screening. Additionally, we began a summer program for incoming kindergartners to help support the transition to kindergarten. (136 words)

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Goal: The percentage of all students enrolled in grade 3 who are proficient on the MCA Reading test will increase from 22.5% in 2019 to 35.5% in 2025.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Result: 14.5% of students enrolled in grade 3 were proficient on the MCA Reading test in 2021.</p> <p>2021 Disaggregated: ELL: 0% proficient SpEd: 9.1% proficient Title 1: 14.5% proficient</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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

The COVID-19 pandemic affected the quality of the data used to measure progress toward our SMART goal. Distance learning and low participation impacted data quality. Only 35% of 3rd graders participated in testing for MCA reading in 2021. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021.

The 5 year goal for 2020-2025 aligns to the district goals with our authorizer, Bethel University, and were determined by calculating an increase in rate of 13% proficiency over the 2018-19 baseline.

We have identified that our language learners and special education learners are less likely to reach proficiency as compared to their peers.

The school is prioritizing professional development using the LETRS (Language Essentials for Teachers of Reading and Spelling) professional learning program. LETRS meets Every Student Succeeds Act (ESSA) evidence criteria and is accredited by the International Dyslexia Association. All elementary teachers have/are participating in this

training and are delivering high quality literacy instruction that aligns to science and research. Additionally, the school has implemented an MTSS framework using FastBridge and Key Phonics data to identify students who need additional Tier 2 and Tier 3 reading supports. (193 words)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><u>READING GOALS:</u></p> <p><i>The percentage of all students enrolled in <u>grades 3 through 5</u> who are proficient on the MCA Reading test will increase from 28.8% in 2019 to 41.8% in 2025.</i></p> <p>2019 Disaggregated: <i>ELL: 11.7%</i> <i>SpEd: 13.1%</i> <i>FRP: 27.0%</i></p> <p><i>The percentage of all students enrolled in <u>grades 6 through 8</u> who are proficient on the MCA Reading test will increase from 38.8% in 2019 to 51.8% in 2025.</i></p> <p>2019 Disaggregated: <i>ELL: 11.9%</i> <i>SpEd: 8.5%</i> <i>FRP: 36.8%</i></p> <p><i>The percentage of all students enrolled in <u>grade 10</u> who are proficient on the MCA Reading</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><u>READING RESULTS:</u></p> <p><i>10.4% of students enrolled in <u>grades 3 through 5</u> were proficient on the MCA Reading test in 2021.</i></p> <p>2021 Disaggregated: <i>ELL: 0% proficient</i> <i>SpEd: 3.2% proficient</i> <i>Title 1: 10.4% proficient</i></p> <p><i>23.6% of students enrolled in <u>grades 6 through 8</u> were proficient on the MCA Reading test in 2021.</i></p> <p>2021 Disaggregated: <i>ELL: 3.3% proficient</i> <i>SpEd: 0% proficient</i> <i>Title 1: 23.6% proficient</i></p> <p><i>42.1% of students enrolled in <u>grade 10</u> were proficient on the MCA Reading test in 2021.</i></p> <p>2021 Disaggregated:</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

test will increase from 45.2% in 2019 to 58.2% in 2025.

2019 Disaggregated:

ELL: 7.9%
SpEd: 0%
FRP: 44.9%

MATH GOALS:

The percentage of all students enrolled in grades 3 through 5 who are proficient on the MCA Math test will increase from 37.4% in 2019 to 50.4% in 2025.

2019 Disaggregated:

ELL: 23.8%
SpEd: 18.0%
FRP: 32.9%

The percentage of all students enrolled in grades 6 through 8 who are proficient on the MCA Math test will increase from 35.1% in 2019 to 48.1% in 2025.

2019 Disaggregated:

ELL: 10.2%
SpEd: 11.9%
FRP: 34.3%

The percentage of all students enrolled in grade 11 who are proficient on the MCA Math test will increase from 44.7% in 2019 to 57.7% in 2025.

2019 Disaggregated:

ELL: 3.1%

ELL: 0% proficient
SpEd: N/A (not enough data)
Title 1: 42.1% proficient

MATH RESULTS:

2.2% of students enrolled in grades 3 through 5 were proficient on the MCA Math test in 2021.

2021 Disaggregated:

ELL: 1.2% proficient
SpEd: 0% proficient
Title 1: 2.2% proficient

10% of students enrolled in grades 6 through 8 were proficient on the MCA Math test in 2021.

2021 Disaggregated:

ELL: 0% proficient
SpEd: 0% proficient
Title 1: 10% proficient

23.8% of students enrolled in grade 11 were proficient on the MCA Math test in 2021.

2021 Disaggregated:

ELL: 0% proficient
SpEd: 0% proficient
Title 1: 23.8% proficient

SpEd: 11.1%
FRP: 46.9%

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

The COVID-19 pandemic affected the quality of the data used to measure progress toward our SMART goal. Distance learning and low participation impacted data quality. Only 17% of elementary and middle school students, and fewer than 3% of higher school students, participated in MCA testing in 2021. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021, and the 6-12 schools remained in distance learning the entire school year.

The 5 year goal for 2020-2025 aligns to the district goals with our authorizer, Bethel University, and were determined by calculating an increase in rate of 13% proficiency over the 2018-19 baseline.

We have identified that our language learners and special education learners are less likely to reach proficiency as compared to their peers.

The district is prioritizing professional development using the *LETRS (Language Essentials for Teachers of Reading and Spelling)* professional learning program. All elementary teachers and some middle/high school teachers have/are participating in this training and are delivering high quality literacy instruction that aligns to science and research. Additionally, the district has implemented an MTSS framework using FastBridge data to identify students who need additional Tier 2 and Tier 3 reading supports.

Math departments collaborate around the use of data from common assessments to address learning gaps while maintaining rigorous engagement with grade level standards. (223 words)

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p>

<p>Goal: <i>The percentage of students showing career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, will increase from 45.8% in 2019 to 58.5% in 2025.</i></p>	<p>Result: <i>8.7% of students showed career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, in 2021</i></p> <p>2021 Disaggregated: ELL: <i>0% proficient</i> SpEd: <i>0% proficient</i> Title 1: <i>8.7% proficient</i></p>	<p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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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

The COVID-19 pandemic affected the quality of the data used to measure progress toward our SMART goal. Distance learning and low participation impacted data quality. Only 21% of our 8th grade students participated in MCA testing in 2021. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021, and the 6-12 schools remained in distance learning the entire school year.

The 5 year goal for 2020-2025 aligns to the district goals with our authorizer, Bethel University, and were determined by calculating an increase in rate of 13% proficiency over the 2018-19 baseline.

We have identified that our language learners and special education learners are less likely to reach proficiency as compared to their peers.

Math teachers collaborate around the use of data from common assessments to address learning gaps while maintaining rigorous engagement with grade level standards. Additionally, the district has implemented an MTSS framework using FastBridge data to identify students who need additional Tier 2 and Tier 3 reading supports. (166 words)

All Students Graduate

Goal	Result	Goal Status
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<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Goal: By the spring of 2021, 85% of our 12th grade students will be able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Result: In spring 2021, 93% of our 12th grade students were able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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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?

Goal: By the spring of 2021, 85% of our 12th grade students will be able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements. (This goal aligns to our Authorizer goal with Bethel University)

Result: In spring 2021, 93% of our 12th grade students were able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.

We identify students who graduated based on state graduation credit requirements. We also identify the length of time students took to meet these requirements. Administration, Counseling, and grade-level advisors work together closely to monitor the number of credit-bearing courses that students, including SLIFE and new-to-country kids take during their high school years. These stakeholders also work closely with our special education manager and case managers to monitor graduation status of our students with IEPs or 504 plans.

As a result of the strategies in place, we do not believe that the COVID-19 pandemic significantly impacted the quality of data used to measure this goal. (169 words)

2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on 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.

***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.**

Achievement and Integration

District Name: Type response here

A and I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response here

Annual Public Reporting

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

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.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

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

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

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

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

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?

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

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

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
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Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
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Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

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?

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

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Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

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Type response here