DEPARTMENT OF EDUCATION

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: Southside Family Charter School

Grades Served: Kindergarten through Grade 8

WBWF Contact: Julie Cohrs	**A&I Contact**: Not Applicable
Title: Interim School Administrator	**Title**: N/A
Phone: 612-872-8322	**Phone**: N/A
Email: julie@southsidefamilyschool.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__X_ No

This report has three parts:

> **WBWF:** Required for all districts/charters.
> **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.
> **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.

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.

The 20-21 Annual Accountability and World's Best Workforce Report can be found [HERE](#) on our website.

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.

The school held an Annual Member Meeting on Thursday, September 24, 2020 to review the previous year's goals, school initiatives, and results. Revised goals and strategies for the 2020-21 school year were shared, and feedback was openly solicited. The meeting also served as an overview of the Schoolwide Title I Program and the way those funds are used as well as included ESSER III funding plans.

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)

The Equity in Education Committee is charged by the Board of Directors to review and discuss student achievement data (both state and locally developed) in order to support school initiatives that foster individual and collective student growth. The EiE Committee makes recommendations to the Board of directors for setting school-wide goals and initiatives to meet this end.

Equity in Education Committee members for the 20-21 school year were:

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)

Erika Zurawski	Parent/Board Member (co-chair)	
James Orione	Parent/Board Member (co-chair)	
Tarik Thornton	Administration Team	
Norman Beauchard	Paraprofessional	
Jamesha Hodge	Parent/Board Member	
Alex Berryman	Teacher	
Nico Gareca	Teacher	

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.

> *Southside is committed to providing high-quality instruction to every student at the school, by ensuring equal access to qualified teachers and dynamic learning environments. One way we do this is to strive for a staff composition that reflects the diversity of our student demographics. In all hiring and recruitment efforts, the school seeks diversity of experience, background, and identities in our teaching staff.*
>
> *Furthermore, we provide equitable access to qualified instructors by exposing all students to all teachers with the use of a unique school schedule that incorporates mixed age groups, class rotations, and elective courses. We believe every teacher in this building is a teacher of every student and we strive to have that belief reflected in our practice.*
>
> *Our process is reviewed annually through policy review, equity in education committee review (through parent survey) and through staff consensus model and our CLT (cooperative leadership team).*

- 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.

> *Last year, the Equity and CISA committees merged to provide for more focused effort on educational equity, with the goal of more fully realizing our school mission by increasing equity in student support, instruction and achievement. This year, the holistic conversations, reviews and evaluations allowed for a more comprehensive approach to reduce the equitable access gaps. Admittedly, it has been an extraordinary challenge with the layered effect of the pandemic. Nevertheless, as a small school in distance learning we had the ability to get to know our students, identify their needs, provide resources and strengthen student engagement. We are*

seeing those efforts pay forward opportunities to expand resources and understanding as we strategically map out our approach to reducing and closing the gap altogether.

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.

- o 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.

Our staff representation is rich with diversity. 50% of our licensed teachers are teachers of color. Our staff meets or exceeds in reflection of our student population.

- o 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.

Partnering with colleges, universities, local agencies that are missionally alike help create a funnel for future and current staff members. As a social justice education school combined with understanding how important a good cultural fit - personal referral and our hiring process allows for us to make strong and diverse hires.

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
Not Available.	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:* ___ 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) ___ 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

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
In the interest of having a greater impact on third graders' reading proficiency, new options for assessments of reading proficiency for grades K-2 that are better predictors of MCA Reading scores will be explored in 2020-21, with the goal of implementing such measures in 2021-22.	In both Spring 2021 and Spring 2019, the number of third grade students who took the MCA Reading was too small to report on. SFCS did identify and adopt FASTBRIDGE as a new assessment to be used more frequently throughout the year and to be implemented in 2021-22.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _x__ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ 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. In both Spring 2021 and Spring 2019, the number of third grade students who took the MCA Reading was too small to report on.

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?

We needed new options for gathering data that could be used both more frequently and more accurately for our student population so ample measures could be compared. We chose to adopt the FASTBRIDGE Assessment in 2021-2022 school year to help us gain better data, more frequently so more support could be provided.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Reading will decrease by 25% each year. Our goal for 2019 was for the gap to decrease from 52.4% in 2018 to 39.3% in 2019, but not enough students tested to provide evidence of either meeting or not meeting that goal.	The total number of black students who took the MCA Reading in 2021 was 5, and the number of white students who took the MCA Reading was 12. To comply with federal laws, data is not reported for any group consisting of fewer than 10 students. Because the number of students in each proficiency level was fewer than 10, comparison data illustrating the presence and/or extent of a racial achievement gap cannot be reported.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _x__ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ 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. Too small a percentage of students participated in an assessment, due to the pandemic, therefore affecting the quality of data used.

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?

We needed new options for gathering data that could be used both more frequently and more accurately for our student population so ample measures could be compared. We chose to adopt the FASTBRIDGE Assessment in 2021-2022 school year to help us gain better data, more frequently so more support could be provided. Type response here

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
N/A Due to K-8 school.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	*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) ___ 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

All Students Graduate

Goal	Result	Goal Status
N/A due to K-8 School.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	*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) ___ 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