

2014-2015 World's Best Workforce Report Summary

District or Charter Name Twin Cities German Immersion School

Contact Person Name and Position Ann Jurewicz, Executive Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

[Note: 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.]

- Twin Cities German Immersion School has an Annual Report each year including the World's Best Workforce Report goals. Annual Report 2013-2014 ends with goals for the subsequent year.
- <https://www.tcgis.org/docs/2013-2014%20Annual%20Report.pdf> and <https://www.tcgis.org/docs/2014-2015%20Annual%20Report%20Sept.%202015.pdf>

Annual Public Meeting

[Note: 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 author's intent was to have a separate meeting just for this reason.]

- Twin Cities German Immersion School holds a State of the School each March for community engagement for input about the school including the WBWF plan. This occurred March 24, 2015 prior to the regularly scheduled Board meeting.
- For the future on forward, the school is changing its State of the School to the fall to better align with the WBWF Public meeting requirements.

District Advisory Committee

[Note: 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.]

- Ann-Katrin Boehm (support staff), Anne Kile (special education teacher and parent grade 4), Stefanie Guitard (parent grades 3, 6, 8), Cynthia Miller (special education parent and parent grades 1, 4), Dianne Bell (parent grades 2, 4), Erica Saveraid (parent grade 5), Eden Tsehay (African-American parent of grade 2), Greg Lauer (parent of Asian-American children grades K, 3, 6), Heather Podlucky (parent of grade 2), Nancy Nordeen (parent grade 3), Michelle Wallace (TOSA, Dean of Students), Peter Fruehling (community member became parent grade K in 2015-2016), Michael Mullins (Curriculum and Instruction Director 2015-2016), Barb Spangle (community member 2015-2016), Ann Jurewicz (Executive Director)

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	N/A (in 2015-2016 we participated in KEP with MDE)	N/A
All Students in Third Grade Achieving Grade-Level Literacy	All students achieve 85% in MCA reading	All students scored 76% on MCA reading
Close the Achievement Gap(s) Among All Groups	The difference between special education and non-special education students on MCA reading is closed by 3%	The difference between special education and non-special education students on MCA reading closed by 2.6%
All Students Career- and College-Ready by Graduation	All students score 80% on math MCAs	All students scored 85.3% on math MCAs
All Students Graduate	N/A (We are a K-8 school)	N/A

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- TCGIS sets achievement goals based on MCA tests in reading, math and science as well as target goals in German language proficiency at grades 2, 3, 5, and 8.
- MCA scores and strands in reading and math were used to determine goals for student achievement and achievement gap goal in reading between special education students and non-special education students.

Systems, Strategies and Support Category

Students

- TCGIS continued with Title I services for students partially meeting or not meeting strands in reading and math. Special education and non-special education student achievement data on MCAs was used to target needs for closing the achievement gap.
 - TCGIS implemented Title I for the second year to add additional instruction in reading and math for students partially meeting or not meeting standards
 - TCGIS specifically targeted reading scores for all students to be 85% for all grades. As a Q Comp school, TCGIS set the goal to raise reading scores from 88.9% to 90.0% for all students in 2014-2015.

Teachers and Principals

- Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.
 - TCGIS implemented a 4-day Cognitive Coaching for teachers and principals with Jim Roussin to engage in self-guided instructional improvement. TCGIS also engaged a literacy specialist from MDE for two days of literacy training in 2014-2015.
 - Cognitive Coaching was demonstrated and used by PLC facilitators in the Q Comp program and by year's end, all teachers observed and coached one another at least one time. Principals used Cognitive Coaching principles in teacher evaluation.
 - The school wide goals were to achieve 85% in reading for all students, 80% in math for all students and 65% in science for all students on the MCA tests. The Q Comp goal was to raise reading scores from 88.9% to 90.0%

District

- As a charter school, the school-wide goals and the district goals are the same.

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable

access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.