



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Twin Cities German Immersion School

Grades Served:

K-8

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A and I Contact: Enter name.
Title: Enter title.
Phone: Enter phone number.
Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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.

The WBWF Report is located on the Twin Cities German Immersion School website @:
<https://www.tcgis.org>

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.

Our annual public meeting will be held in March 2019 with the District Advisory Committee

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.

Complete the list of your district advisory committee members for the 2017-18 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	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Anne Kile	Special Ed Faculty and parent Grade 8
Nicole Walling	Parent of children in grades 5 and 7
Cynthia Miller	Special Ed parent of children in grades 4 and 7
Erica Saveraid	Parent of children in grades 2 and 8
Eden Tsehaye	African American parent of a child in grade 5
Greg Lauer	Parent of children in grades 3 and 6
Heather Podlucky	Parent of a child in grade 5
Peter Fruehling	Community member and parent of a child in grade 3
Barb Spangle	Community Member
Ted Anderson	TCGIS Director
John Holmlund	Parent of a child in Grade 7
Michael Mullins	TCGIS Director Teaching and Learning

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
 - **We include our HR colleague, our School Director, Director of Student Services and Director of Teaching and Learning. Furthermore, we have an Extended Leadership Team that includes 4 faculty members and they are also involved in the discussions.**
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - **We have both inexperienced and out-of-field faculty amongst our ranks**
 - **Having said this our student body is currently 87% Caucasian and the number of faculty does in part mirror that student ethnic breakdown.**
 - *What are the root causes contributing to your gaps?*
 - **We struggle to find locally licensed colleagues who are competent speakers of German in the content classroom.**
 - **We have a low salary schedule and we are a German Immersion School and the pool of experienced faculty in field is limited in the US.**
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
 - **We strive our best in providing our faculty with workshops and professional development addressing equity and diversity. However, we have both inexperienced and out-of-licensure faculty amongst our ranks. We are striving to reduce the numbers of such faculty each and every year by expanding our hiring practices internationally and throughout the US.**
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- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - **It is even more challenging than originally thought hiring ethnically diverse speakers of German. They are being retained in their native countries coping with the influx of internationals addressing their own diversity struggles.**
 - *What efforts are in place to increase the diversity of the teachers in the district?*
 - **We have been more successful in recruiting younger interns of ethnic diversity from Europe**
 - **We are currently reviewing our practices seeking new avenues of seeking out a more diverse faculty.**

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>By the spring of 2018, 80% of our Kindergarten students will meet locally-developed benchmarks (immersion learner specific) on FAST Early Reading composite assessment scores.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Spring 2018 results:</p> <p>We continue providing targeted interventions for the lowest 20% of students.</p> <p>In fall 60% of K students met non-immersion benchmark in the 2017-2018 school year.</p> <p>However, just under 70% of K students met immersion benchmark in the 2017-2018 year.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **We used FAST benchmarks when reviewing English language scores. However, we are creating our own benchmarks for German and we have been able to develop relatively strong correlations between our German benchmarks and FAST and MCA spring results.**
- *What strategies are in place to support this goal area?*
- **We continue our 2-3 X annually screening in both English and German. Furthermore, we have competent PhD students from U of Mn who are able to assist us in calculating the regressions and correlations on the locally developed benchmarks.**
- *How well are you implementing your strategies?*
- **We feel we are meeting the goals of our ADSIS Grant which pays 47% of our screening and intervention program. We have also purchased a software program “eduCLIMBER” that allows us to more easily store, track and report out to faculty student results on screening.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **We view across years the data we have comparing and monitoring progress.**

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>75% of third-grade students will meet proficiency on the Spring 2018 MCA Reading Assessment</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Spring 2018 results:</i></p> <p><i>66.2% of all 3rd graders were proficient on the 2018 MCA Reading MCAs.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **We used the screening data, targeted intervention data, MCA scores across school and by individual grade levels and finally dialing down to the individual student level.**
- *What strategies are in place to support this goal area?*
- **We continue to support our school-wide RTI Program through the ADSIS Grant. We're applying for a new round of ADSIS funding in January/February 2019.**
- **We have expanded our data review team and we meet with each team and or subject group after screening and before targeted interventions.**
- **For the first time his year we are providing targeted English language support in 03rd and 4th grades.**
- *How well are you implementing your strategies?*
- **We feel we are making progress. We are identifying needy students at earlier times in their school careers and we are increasing the number of specialists providing targeted interventions.**
- **Our targeted interventions are more informed than in past years.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **We have been able to exit and increasing number of students from targeted interventions after a round or two.**
- **We have increased the level of student reading proficiency from 57.6% in 2017 to 66.2% in 2018.**

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>In the academic year 2017-2018 we will reduce by 5% the achievement gap in the percentage of students proficient in math between the non-special ed and the special ed students.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In the academic year 2017-2018 we again showed a reduction in the overall % of Spec Ed students who did not meet math proficiency. However, we did NOT close the gap between special ed and non-special ed. In fact it increased by 2%. This is in part due to an increase in the percentage of non-spced students proficient on math.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **A) FAST Math screeners; b) MCA Math result; c) classroom teacher recommendations; d) Data Review team analyses over time.**
- *What strategies are in place to support this goal area?*
- **Expanded RTI framework; increased the number of math specialists and strengthened the Elementary School interventions. Expanded our screening into Middle School.**
- *How well are you implementing your strategies?*
- **We need to improve at both elementary level but particularly at middle school level in providing all the targeted interventions necessary in grades 5-8.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **We see progress in BOTH non-spced and spced proficiency. It's just last year the gap increased.**

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>85% of all students will pass math for the outgoing 08th grade in spring 2018 Math MCAs</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>93.5% of all outgoing 8th graders were proficient on the spring 2018 Math MCAs.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **A) FAST Math screeners; b) MCA Math result; c) classroom teacher recommendations; d) Data Review team analyses over time.**
- *What strategies are in place to support this goal area?*
- **Expanded RTI framework; increased the number of math specialists and strengthened the Elementary School interventions. Expanded our screening into Middle School.**
- *How well are you implementing your strategies?*
- **We need to improve at both elementary level but particularly at middle school level in providing all the targeted interventions necessary in grades 5-8.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **We see improvements in math scores in all areas across grade levels.**

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>We are a K-8 school and as such this is not applicable.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Not applicable.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

Bulleted narrative is appreciated. 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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 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?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.