



2019-20 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Twin Cities German Immersion School

Grades Served: K-8

WBWF Contact: Ted Anderson

A&I Contact: N/A

Title: Executive Director

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

MDE understands this past school year (2019-2020) 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 2019-2020 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 2019-20 school year.

This meeting did not take place.

The (now retired) Director of Teaching and Learning held a meeting dealing with goals and data June 1st, originally slated for March, as indicated in last year's WBWF report. The School Board was not involved. This year's WBWF meeting will take place in March and include the School Board and next year's take place in the fall, as outlined in the MDE WBWF guidance. The list of the District Advisory Committee members below is that of those who were invited to the June meeting. They were not involved in goal-setting.

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 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

The following community members were invited to the meeting held in June. A new District Advisory Committee is being formed for the 2020-21 school year.

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Nicole Walling	Parent	NA
Cynthia Miller	Parent	NA
Greg Lauer	Parent	NA
Heather Podlucky	Parent	NA
Chuck Bublitz	Parent	NA
Peter Frühling	Parent	NA
John Holmlund	Parent	NA
Eva Schneider Baumeister	German Literacy Teacher	NA
Anne Kile	Special Education Teacher	NA
Michael Mullins	Director of Teaching and Learning	NA
Jessie Kember	Assessment & Intervention Screening Coordinator	NA

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 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.

As a district of one (charter school), generally, all of our students have all of our teachers. We have not been able to statistically show that specific students suffer academically from this disparity. We review data about student academic performance several times a year through our MTSS process and we review behavior referral data as a PBIS team and faculty. We also looked at data about the demographics of each class by teacher as an administrative team. We have a new strategic goal to increase the diversity of students and staff over time, which contributed to an initiative to bring in an outside consultant, AMAZEworks, to help us improve how we serve underrepresented students.

- 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.

We have increased our recruitment of German-educated, more experienced teachers. In our partnership with AMAZEworks, we have included more PD on cultural bias and inclusion with the School Board, Educational Assistants, and Teachers.

AMAZEworks will do an audit of our school's service to BIPOC families in order to identify areas of growth. As part of this work, they will hold listening sessions and review our practices and procedures as they relate to underrepresented students. We aim as school leadership to work through the suggestions by AMAZEworks and take action based on the feedback.

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.

We have approximately 15% of our students reported as students of color in our district. We have the following ethnic minority groups in our school: African American, Hispanic, Asian. We have no students nor staff who report as American Indian. We currently have 1 teacher and 4 Educational Assistants of color, as well as one Psychology Intern of color providing SEB interventions. In order to reflect 15%, we would need 4 more educators of color, particularly as classroom teachers.

- 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.

One of the major factors contributing to this lack is that the pool of licensed teachers available and qualified to teach in a German Immersion School environment is limited. Between 35-40% of our faculty comes from Europe. The number of faculty of color in Germany, Austria and Switzerland wishing to travel to the US to teach is small.

We continue to recruit widely and work with our visa proxy agency to acquire J-1 visas for Europeans from diverse backgrounds. We are working with our European university partners, asking them to recruit teachers and interns of color from their teacher preparation programs. Our School Board has established increasing diversity of students and staff as one of its goals. As part of this goal, we have increased our presence in more racially and ethnically diverse communities.

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 2019-20 WBWF summary report submission, *please check the lines below* 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.

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>90% of all incoming kindergarten students will be screened in fall of 2019 in English and German.</p>	<p>Provide the result for the 2019-20 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>Our Kindergarten students did not begin German assessments until Winter screening (during the 2019-2020 school year). However, with respect to earlyReading (FAST), out of 77 total Kindergarten students, 72 students completed screening in the Fall (93%).</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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

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 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 in upper grades. We continue our screening program in both English and German for 3 cycles each school year. We use the data we collect to inform decisions about interventions and Special Education referrals.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>75% of third-grade students will meet proficiency on the Spring 2020 MCA Reading Assessment</p>	<p>Provide the result for the 2019-20 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 style="text-align: center;">Unable to report</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 type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

		<input checked="" type="checkbox"/> Unable to report
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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 are not able to discern whether we met this goal, however we can glean some information about student progress by looking at our CBMreading screener data. Overall, 68% of 3rd grade students in the fall, and 65% in winter met grade-level benchmarks in the CBMreading screener. Given this data and distance learning due to COVID-19, we are revising our goal for next year to 70%. Our data set is not large enough to disaggregate by race/ethnicity or by free/reduced lunch status.

We use the FAST screeners in Math and Reading and our internally-developed German screeners. We typically also use MCAs for information about our students' proficiency, however we did not take them in 2020 due to the COVID-19 pandemic. As an ADSIS school, we screen our students 3 times throughout the year in order to help identify students who would benefit from interventions. We maintain a robust MTSS program schoolwide. After each round of screening, we hold data team meetings where we use the screener data, MCA scores, and classroom data to make decisions about who needs intervention services. These data meetings include collaboration between classroom teachers, Special Education teachers, school psychologists, educational interventionists, and administration.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>In the academic year 2019-2020 we will reduce by 5% the achievement gap in the percentage of students proficient in Math between the students receiving Special Education services and those who are not receiving Special Education services.</p>	<p>Provide the result for the 2019-20 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 style="text-align: center;">Unable to Report</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 type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

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?

While we did not take MCAs due to the global pandemic, we do have data about student progress from our screening program. Looking at fall FAST aMath screener data, we were able to see that 70% of students in 2-8th grade receiving Special Education services met grade-level benchmarks compared to 92% of 2-8th grade general education students. In the spring, the same groups yielded 66% and 89% respectively.

We used data from our Fall Math screeners in grades 2-8, disaggregated by students receiving SPED services and students not receiving SPED services. We reviewed and analyzed the data for all students at data review meetings. We continue to provide Special Education faculty with targeted professional development through Creative Focused, an outside firm we hire to review and manage our Special Education program. We have 6 faculty members continuing their work in the "LETRS" program put on by MDE to support literacy.

All Students Career and College Ready

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>All students in 08th grade will score at least 80% on each of the three MCA Assessment components: Science, Math and Reading as measured in Spring 2020.</p>	<p>Provide the result for the 2019-20 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 style="text-align: center;">Unable to report</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 type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

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 are not able to discern whether we met this goal, however we can glean some information about student progress by looking at our screener data in FAST aMath and aReading. Overall, 90% or more of our 8th graders met grade level benchmarks in aMath and aReading. Given this data and distance learning due to COVID-19, we are keeping the MCA-bound goal for next year. Our data set is not large enough to disaggregate by race/ethnicity or by free/reduced lunch status.

We use the FAST screeners in Math and Reading and our internally-developed German screeners. We typically also use MCAs for information about our students' proficiency, however we did not take them in 2020 due to the COVID-19 pandemic. As an ADSIS school, we screen our students 3 times throughout the year in order to help identify students who would benefit from interventions. We maintain a robust MTSS program schoolwide. After each round of screening, we hold data team meetings where we use the screener data, MCA scores, and classroom data to make decisions about who needs intervention services. These data meetings include collaboration between classroom teachers, Special Education teachers, school psychologists, educational interventionists, and administration.