Response ID:782 Data

1. Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2020-21, please provide the relevant data when possible. For each goal, you will have the opportunity to describe how disruptions from COVID-19 have affected data quality.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2021.

Save your specific survey link for easy access to your district/charter's summary report.

Contact our WBWF Specialist at mde.worldsbestworkforce@state.mn.us if you need a copy of your specific survey link.

2. Cover Page

1. District or Charter Name

4200-07 STEP Academy Charter School

2. Grades Served

Please check all that apply:

Kindergarten - 12th grade

3. WBWF Contact Information

WBWF Contact Name

Traci Moore

WBWF Contact Title

Assistant Director of Academics

WBWF Contact Phone Number

6512896120246

WBWF Contact Email

tmoore@stepacademymn.org

4. **Did you have an MDE approved Achievement and Integration plan implemented in the 2020-21 school year?**

Did you have an MDE approved Achievement and Integration plan during 2020-21 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2020-21 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2020-2021) 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.

5. **Provide the link to the district's WBWF annual report and A&I materials.**

> **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.**
>
> https://stepacademymn.org/academics/worlds-best-workforce/
>
> **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 2020-2021 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.

6. **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.**

9/02/2021

3. World's Best Workforce

District Advisory Committee

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.

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7. District Advisory Committee Members

Complete the list of your district advisory committee members for the 2020-21 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Traci Moore

Role in District

Assistant Director of Academics

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Keeley Tholen

Role in District

Assistant Academic Dean

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mahdi Elmi

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sadiq Mohamud

Role in District

Support Staff

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Abdirahman Ibrahim

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ahmed Mursal

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Awil Omar

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

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.

8. 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?
(200 word limit)

Annually, the STEP Academy Leadership Team examines equitable access data. This team looks at the licensing (in- field and out-of-field) and years of experience of teachers employed by the academy. They also look at evaluation data for returning teachers. They identify gaps and examine the processes that affect the hiring of experienced, licensed teachers including attracting and retaining opportunities. This group has also surveyed teachers regarding attractiveness of the school and retention issues.

Almost all students at STEP Academy are African American and most students qualify for Free or Reduced-Price Meals. So, STEP Academy looks at comparing the school to state averages rather than classrooms or programs within the school.

STEP Academy has 93.94% of its teachers fully licensed in their content areas in comparison to the 93.83% state average for schools serving similar populations. In addition, 85.71% of STEP Academy teachers are beyond the first three years of their teaching career and considered experienced with the state comparison group recording 78.69%. So, in both categories, STEP Academy is doing better than the state average. However, when we look at data on Low Poverty Schools, STEP Academy is not in line with them by 6-7% (Licensed 97.09% and Experienced 88.97%).

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? (200 word limit)**

STEP Academy identified a crisis in attracting applicants for special education teacher positions. In response, the school began a "grow your own" program. The school currently has five special education teachers on lower tier licenses participating in a cohort program under the mentorship and direction of a licensed special education director and experienced special education teacher.

STEP Academy has a goal to support all staff members in maximizing their skills and licensure levels in order to best serve its students. When teachers are hired on a lower tiered license, they agree to work professionally to increase their qualifications in order to reach a higher tiered license.

WBWF Requirement: WBWF 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.

9. 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?

(200 word limit)

> STEP Academy's students are almost all Somali Americans (99%). STEP Academy is dedicated to attracting and growing Somali American educators to work with its students. During the 2020-2021 school year, STEP Academy had very few Somali educators (7 out of 43) or 16%. The school would need approximately 35 more Somali American teachers in order to match the cultural representation of the student body.
>
> The main road block to increasing the number of Somali educators at STEP Academy is the low number of licensed Somali teachers who are looking for employment. The school has hired a few Somali teachers who have come to the school as licensed applicants, but the school has had more teachers move from educational assistants into teacher positions in the school after enrolling in teacher preparation programs and completing student teaching and field experiences within the school.

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?

(200 word limit)

> The school is still a long way from having 100% of teachers be Somali American, but the school has begun building partnerships with colleges (Metro State and Concordia) in order to support more and more Somali adults in their path as aspiring teachers. In addition, the school prioritizes hiring educational assistants and support staff from the Somali American community and encourages those employees to build their careers so that there are more Somali teachers entering the workforce.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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.

10. **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.

11. All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The number of kindergarten students starting school with Early Childhood Screenings will increase by 10% from the beginning of 2020 to the beginning of 2021 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

The number of kindergarten students starting school with Early Childhood Screenings increased by 20%.

Goal Status

Check one of the following:

Goal Met (one year goal)

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.

We do believe that the pandemic affected the results of this goal, but it still increased enough for us to meet the goal.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We have kept count of the number of screenings student have on file the past couple of years. We identified that most did not have the screening on file. To address this, we have started meeting with all parents of in-coming kindergarteners in the spring of the year to explain entry requirements. At this meeting, we explain early childhood screenings and help them find a location and appointment process for their home city.

12. **Do you have another goal for All Students Ready for School?**

No

6. **All Students Ready for School**

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

Do you have another goal for All Students Ready for School?

8. **All Students Ready for School**

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

13. **All Students in Third Grade Achieving Grade-Level Literacy**

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2020-21 school year.

40% of STEP Academy third grade students will meet or exceed state standards on the MCA's in reading.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

22.5% of third grade students scored meets or exceeds on the MCA Reading Test.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

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.

We do believe the pandemic affected our data. We had 40 out of 50 students test, so scores from 20% of our third graders are missing in this data.

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We use universal reading screening to identify students who have reading intervention needs. Universal screening includes all students, so no one from any demographic is missed. STEP Academy has a robust intervention program, employing three reading intervention teachers for the elementary program.

14. **Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?**

No

11. All Students in Third Grade Achieving Grade-Level Literacy

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

13. All Students in Third Grade Achieving Grade-Level Literacy

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

15. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2020-21 school year.

K-12 ELL students at WIDA Level 4 or higher will increase by 1% from 2020 results to 2021 results.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Students at WIDA Level 4 or higher actually decreased from the 2019 to the 2020 school year.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

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.

We believe the pandemic did impact this data. STEP Academy was in a distance learning model for the entire 2020-2021 school year. Our teachers documented that their students received less ELL services because they would not always show up to the virtual group meetings where as when they are onsite, students rarely miss group meeting times.

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We use WIDA ACCESS data and progress reports from our ELL program to identify needs for this goal area. Data is inclusive of all students who receive ELL services.

We have hired an ELL coordinator who is going an audit of ELL programming in order to improve our student achievement for ELL learners.

16. **Do you have another goal for Close the Achievement Gap(s) Between Student Groups?**

No

16. ## Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

18. ## Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

17. ## All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2020-21 school year.

STEP Academy will maintain a PSEO acceptance and participation level of greater than 50% during the 2020-2021 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

STEP Academy met this goal with 65% of eligible students attending PSEO.

Goal Status

Check one of the following:

Goal Met (one year goal)

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.

N/A

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

STEP Academy believes that all students deserve the same nurturing and support for academic opportunities such as PSEO. Therefore, all students at STEP learn about the requirements for getting into colleges as a PSEO student and are coached to build an academic mindset that prepares them to meet the challenge of attending college classes prior to high school graduation. Preparation for this beings in middle school with two ELA classes to increase their reading and writing abilities. We have a College and Career Readiness Course that all ninth and tenth grade students take, and we build students' understanding of what it means to be a successful college student. All students participate in this process. We believe that few, if any, traditional public schools nurture students from our students' demographic in this way.

18. **Do you have another goal for All Students Career- and College-Ready by Graduation?**

No

21. **All Students Career- and College-Ready by Graduation**

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Do you have another goal for All Students Career- and College-Ready by Graduation?

23. ### All Students Career- and College-Ready by Graduation

> **Goal**
>
> **Provide the established SMART goal for the 2020-21 school year.**
>
> **Result**
>
> **Provide the result for the 2020-21 school year that directly ties back to the established goal.**
>
> **Goal Status**
>
> **Check one of the following:**
>
> 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**
> What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
> What strategies are in place to support this goal area?
> **(Narrative is required. 200 word limit)**

19. ### All Students Graduate

> **Does your district/charter enroll students in grade 12?**
>
> Yes

Goal

Provide the established SMART goal for the 2020-21 school year.

100% of twelfth graders will graduate in four years.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

STEP Academy met this goal.

Goal Status

Check one of the following:

Goal Met (one year goal)

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.

If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

N/A

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

STEP Academy works closely with all high school students to insure that they remain on track to graduate. The Assistant Academic Dean documents academic profiles of each individual student in grades 9-11 and meets with students and parents to support them in their academic path. The Assistant Director of Academics is the academic advisor for all seniors. This process includes meeting quarterly at minimum up to weekly if a student is struggling academically.

20. **Do you have another goal for All Students Graduate?**

No

26.

All Students Graduate

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

Do you have another goal for All Students Graduate?

28.

All Students Graduate

Goal

Provide the established SMART goal for the 2020-21 school year.

Result

Provide the result for the 2020-21 school year that directly ties back to the established goal.

Goal Status

Check one of the following

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

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

---

4. Achievement & Integration

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 has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

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).

This section is only required for districts with an *approved Achievement and Integration plan during the 2020-21 school year*. If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2020-21 school year.

.Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

2. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement from your plan implemented in the 20202-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

4. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

6. ## Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement goal?

8. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

9. **Integration Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

11. **Integration Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

13. Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

15. ## Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

17. ## Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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"

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Integration

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.

(Narrative is required. 200-word limit.)

19. Teacher Equity **Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

21. Teacher Equity **Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

23. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

25. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

27. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 1 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Impacts from Distance Learning

Briefly explain how you modified your strategies last 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?

(Narrative is required. 200-word limit.)

5. Achievement & Integration

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 has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

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).

This section is only required for districts with an [approved Achievement and Integration plan during the 2020-21 school year](). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2020-21 school year.

.Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

2. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

4. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

6. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Achievement Goal?

8. Achievement Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

9. **Integration Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

11. **Integration Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

Provide the result for the 2019-20 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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

13. **Integration Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY..

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

15. **Integration Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Integration goal?

17. ## Integration Goal

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Integration

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.

(Narrative is required. 200 word limit.)

19. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

21. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

23. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

25. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Do you have another Teacher Equity goal?

27. **Teacher Equity Goal**

Goal Statement

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.

Baseline

Copy the baseline starting point from the Goal Statement of your plan implemented in the 2020-21 SY.

Year 2 (2020-21) Actual

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".

On Track?

Check one of the following:

Narrative

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?
(Narrative is required. 200 word limit.)

Impacts from Distance Learning

Briefly explain how you modified your strategies last 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?

(Narrative is required. 200 word limit.)

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6. Achievement & Integration - Racially Identifiable Schools

If your district's MDE approved A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report.

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

Name of Racially Identifiable School (RIS) 1

1. Racially Identifiable School (RIS) 1 Achievement Goal
2. Racially Identifiable School (RIS) 1 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

4. Racially Identifiable School (RIS) 1 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 2

7. Racially Identifiable School (RIS) 2 Achievement Goal

8. Racially Identifiable School (RIS) 2 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

10. Racially Identifiable School (RIS) 2 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 3

13. Racially Identifiable School (RIS) 3 Achievement Goal

14. Racially Identifiable School (RIS) 3 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

16. Racially Identifiable School (RIS) 3 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 4

19. Racially Identifiable School (RIS) 4 Achievement Goal

20. Racially Identifiable School (RIS) 4 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

22. Racially Identifiable School (RIS) 4 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 5

25. Racially Identifiable School (RIS) 5 Achievement Goal
26. Racially Identifiable School (RIS) 5 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

28. Racially Identifiable School (RIS) 5 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 6

31. Racially Identifiable School (RIS) 6 Achievement Goal
32. Racially Identifiable School (RIS) 6 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

34. Racially Identifiable School (RIS) 6 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 7

37. Racially Identifiable School (RIS) 7 Achievement Goal
38. Racially Identifiable School (RIS) 7 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

40. Racially Identifiable School (RIS) 7 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 8

43. Racially Identifiable School (RIS) 8 Achievement Goal
44. Racially Identifiable School (RIS) 8 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

46. Racially Identifiable School (RIS) 8 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 9

49. Racially Identifiable School (RIS) 9 Achievement Goal
50. Racially Identifiable School (RIS) 9 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

52. Racially Identifiable School (RIS) 9 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 10

55. Racially Identifiable School (RIS) 10 Achievement Goal
56. Racially Identifiable School (RIS) 10 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

58. Racially Identifiable School (RIS) 10 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 11

61. Racially Identifiable School (RIS) 11 Achievement Goal
62. Racially Identifiable School (RIS) 11 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

64. Racially Identifiable School (RIS) 11 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 12

67. Racially Identifiable School (RIS) 12 Achievement Goal
68. Racially Identifiable School (RIS) 12 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

70. Racially Identifiable School (RIS) 12 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 13

73. Racially Identifiable School (RIS) 13 Achievement Goal
74. Racially Identifiable School (RIS) 13 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

76. Racially Identifiable School (RIS) 13Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 14

79. Racially Identifiable School (RIS) 14Achievement Goal
80. Racially Identifiable School (RIS) 14Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

82. Racially Identifiable School (RIS) 14Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 15

85. Racially Identifiable School (RIS) 15Achievement Goal
86. Racially Identifiable School (RIS) 15Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

88. Racially Identifiable School (RIS) 15Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 16

91. Racially Identifiable School (RIS) 16 Achievement Goal

92. Racially Identifiable School (RIS) 16 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

94. Racially Identifiable School (RIS) 16 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 17

97. Racially Identifiable School (RIS) 17 Achievement Goal

98. Racially Identifiable School (RIS) 17 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

100. Racially Identifiable School (RIS) 17 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 18

103. Racially Identifiable School (RIS) 18 Achievement Goal

104. Racially Identifiable School (RIS) 18 Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

106. Racially Identifiable School (RIS) 18 Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 19

109. Racially Identifiable School (RIS) 19Achievement Goal

110. Racially Identifiable School (RIS) 19Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

112. Racially Identifiable School (RIS) 19Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 20

115. Racially Identifiable School (RIS) 20Achievement Goal

116. Racially Identifiable School (RIS) 20Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

118. Racially Identifiable School (RIS) 20Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 21

121. Racially Identifiable School (RIS) 21Achievement Goal

122. Racially Identifiable School (RIS) 21Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

124. Racially Identifiable School (RIS) 21Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 22

127. Racially Identifiable School (RIS) 22Achievement Goal

128. Racially Identifiable School (RIS) 22Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

130. Racially Identifiable School (RIS) 22Teacher Equity Goal

Do you have another Racially Identifiable School?

Name of Racially Identifiable School (RIS) 23

133. Racially Identifiable School (RIS) 23Achievement Goal

134. Racially Identifiable School (RIS) 23Integration Goal

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2020-21 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

136. Racially Identifiable School (RIS) 23Teacher Equity Goal

Impacts from Distance Learning

Briefly explain how you modified your strategies last 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?

(Narrative is required. 200 word limit.)

7. Thank You!

Thank you for completing the 2020-21 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2021.

http://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy/?snc=1638307681_61a697614458e4.22468296&sg_navigate=start

New Send Email

Response ID: 782

Survey Submitted:	Jan 12, 2022 2:23 pm
IP Address:	107.1.16.38
Language:	English (en-US,en;q=0.9)
User Agent:	Mozilla/5.0 (Windows NT 10.0; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/96.0.4664.45 Safari/537.36
Http Referrer:	https://lnks.gd/
URL Variable: snc	1638307681_61a697614458e4.22468296

Page Path:	1 : Report Instructions and Information (SKU: 10)
	2 : Cover Page (SKU: 25)
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	4 : Achievement & Integration (SKU: 27)
	5 : Achievement & Integration - Racially Identifiable Schools (SKU: 29)
	6 : Thank You! (SKU: 2)
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