

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

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, 2019.

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

Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

FIT Academy Charter School

Grades Served

Please check all that apply:

Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade

WBWF Contact Information

WBWF Contact Name

Claud Allaire

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

9528473798

WBWF Contact Email

callaire@fitacademymn.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

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

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

https://fitacademymn.org/wp-content/uploads/delightful-downloads/2019/11/FIT_Annual_Report_Final_2018-19.pdf

Provide the direct website hyperlink to the A&I materials.

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

9/24/19

World's Best Workforce

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Equitable Access to Effective and Diverse Teachers

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.

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)

School administration reviews teacher performance, student success, Parent and Student Survey results, on an annual basis to ensure that all students are receiving equal instruction and learning opportunities. The results of this analysis are presented to the school board. This information is also shared at the annual Title Program meeting alongside other important school reporting.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?

(200 word limit)

FIT Academy teachers and administration do review academic results and use them to identify strategies to improve: for instance, after analyzing academic results in math during 2018-19 SY, FIT Academy developed a plan to provide additional reading and math support. As a small charter school with a single site, FIT Academy can ensure that all students have access to the same teachers.

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)

We have implemented intense math and reading recovery programs and track student progress throughout the year.

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.

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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

Approximately 9% Hispanic 12% African-American. We have a staff ratio representing our student diversity. However not teachers.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

Very few teacher applicants in these subgroups. We are developing a teacher development program for our employees to enter.

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)

We embrace a diverse school culture. We maintain good relationships with cultural organizations.

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.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

90% of students enrolled on October 1 in Kindergarten, who are evaluated on the Exact Path in both the fall and spring, will test at or above grade level on the NWEA MAP at the end of the school year

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal was met in math at 91% but not reading at 66%

Goal Status

Check one of the following:

Met Some (multiple goals)

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?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)**

FIT Academy used the Exact Path test to assess students present levels in the Fall of 2018 and as a measurement of growth in the Spring of 2019. FIT also uses the Exact Path diagnostic test in reading and math as a pre-post measurement of success. Student data was disaggregated by ethnicity, Free & Reduced Lunch status, Special Education Status, and EL status. FIT Academy provides quality instruction to all students through: evaluation of content and curriculum for rigor and alignment to state standards, teaching literacy across content areas, effective use of data practices to guide instruction, incorporation of healthy habits such as brain breaks, math professional development with an emphasis on effective interventions for students performing below proficiency levels. For detailed information on specific curriculum please reference our annual report. We have improved in implementation of strategies since year one. We will know if our strategies are effective once we have longitudinal data along with fidelity in implementation of our strategies.

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

No

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 2018-19 school year.

The percentage of all students enrolled October 1 in grade 3 at FIT Academy who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 57% in reading on all state accountability tests (MCA).

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal was not met as our proficiency was 29%

Goal Status

Check one of the following:

Goal Not Met (one year 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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

FIT Academy used the Exact Path test to assess students present levels in the Fall of 2018 and as a measurement of growth in the Spring of 2019. FIT also uses the Exact Path diagnostic test in reading and math as a pre-post measurement of success. Student data was disaggregated by ethnicity, Free & Reduced Lunch status, Special Education Status, and EL status. FIT Academy provides quality instruction to all students through: evaluation of content and curriculum for rigor and alignment to state standards, teaching literacy across content areas, effective use of data practices to guide instruction, incorporation of healthy habits such as brain breaks, math professional development with an emphasis on effective interventions for students performing below proficiency levels. For detailed information on specific curriculum please reference our annual report. We have improved in implementation of strategies since year one. We will know if our strategies are effective once we have longitudinal data along with fidelity in implementation of our strategies.

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

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

For students enrolled at FIT Academy on October 1, the racial achievement gap between white and non-white students will be less than 10% on all state accountability tests.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

We met this goal in math and reading but not in science

Goal Status

Check one of the following:

Goal Met (one year 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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

FIT Academy used the Exact Path test to assess students present levels in the Fall of 2018 and as a measurement of growth in the Spring of 2019. FIT also uses the Exact Path diagnostic test in reading and math as a pre-post measurement of success. Student data was disaggregated by ethnicity, Free & Reduced Lunch status, Special Education Status, and EL status. FIT Academy provides quality instruction to all students through: evaluation of content and curriculum for rigor and alignment to state standards, teaching literacy across content areas, effective use of data practices to guide instruction, incorporation of healthy habits such as brain breaks, math professional development with an emphasis on effective interventions for students performing below proficiency levels. For detailed information on specific curriculum please reference our annual report. We have improved in implementation of strategies since year one. We will know if our strategies are effective once we have longitudinal data along with fidelity in implementation of our strategies.

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

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

Students enrolled at FIT Academy on October 1 in grade 8 will demonstrate proficiency on all state accountability tests (MCA) in the spring.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

We did not meet this goal

Goal Status

Check one of the following:

Goal Not Met (one year 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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

FIT Academy used the Exact Path test to assess students present levels in the Fall of 2018 and as a measurement of growth in the Spring of 2019. FIT also uses the Exact Path diagnostic test in reading and math as a pre-post measurement of success. Student data was disaggregated by ethnicity, Free & Reduced Lunch status, Special Education Status, and EL status. FIT Academy provides quality instruction to all students through: evaluation of content and curriculum for rigor and alignment to state standards, teaching literacy across content areas, effective use of data practices to guide instruction, incorporation of healthy habits such as brain breaks, math professional development with an emphasis on effective interventions for students performing below proficiency levels. For detailed information on specific curriculum please reference our annual report. We have improved in implementation of strategies since year one. We will know if our strategies are effective once we have longitudinal data along with fidelity in implementation of our strategies.

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

No

All Students Graduate

Does your district/charter enroll students in grade 12?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

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?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Achievement & Integration

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 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, 2019.

http://www.surveygizmo.com/s3/5297022/T0IN2O4E5K5MGIAU1BR636L37EZIKM/?snc=1576698036_5dfa80b4a99396.10815324&sg_navigate=start