



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

**District or Charter Name:** Lafayette Public Charter School

**Grades Served:** Pre-K- 8<sup>th</sup> Grade

**WBWF Contact:** Stacy Reinhart

**A and I Contact:**

**Title:** District Assessment Coordinator/Teacher

**Title:**

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**Phone:**

**Email:** reinhart@lafayettecharter.k12.mn.us

**Email:**

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

Yes  No

List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

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

# World's Best Workforce

## Annual Report

**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.

- <http://lafayettecharter.k12.mn.us/administration-publications/>

## 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.

- The annual meeting took place on September 6, 2018 at Lafayette Charter School. The meeting reviewed the past year's successes and went on to discuss goals, outcomes and strategies for this upcoming year.

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

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mark Haler	Community Member	
Linda Stovall	Parent	
John Stovall	Parent	
Julia Stovall	Student	
Camille Wyffels	Parent	
Lori Peters	Parent	
Sam Schwark	Parent	
Dawn Turbes	Parent/Support Staff	
Stacy Reinhart	Parent/Teacher	
Ashley Walters	Teacher	
Natasha Petersen	Director/Teacher	

### Equitable Access to Excellent and Diverse Educators

**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.

- LCS recognizes the importance of hiring, retaining, and developing high-performing staff capable of delivering outstanding instruction. Because of our smaller size we are able to review, examine, and evaluate the equitable distribution of teachers and implemented strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. In addition, the district will periodically review and evaluate students’ access to effective teachers who are members of populations underrepresented among the licensed teachers in the district and who reflect the diversity of enrolled students. When hiring staff LCS advertises in both the local community papers and also on a broader scale with EdPost.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- We currently have one student that identifies with African American and all staff at Lafayette Charter School are white. So, we would need one Teacher of color to have all racial and ethnic groups represented on staff. According to our town demographics 95% of Lafayette citizens identify as white. When there is a job opening we post it in local newspapers and on a broader span we post openings to EdPost.

### **Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data**

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 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.

### All Students Ready for School

Goal	Result	Goal Status
70-79 percent of students will score Average or above Average on the AIMS WEB Test of Early Literacy for letter naming, letter sound, phonemic segmentation and nonsense words fluency.	Cell size too small to report, less than 10 students in Kindergarten classroom tested.	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

### Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Three times a year we take the AIMS Web Assessment. We look at the data of each class and with our school being so small we can look at each child individually to see their needs. Then, we decide if a student would benefit from extra support in RTI, Title and the classroom teacher reflects to see what he/she needs to implement within the classroom. With AIMS being completed three times a year it's a good way to see if the strategies we are using are affective or show us that we need to re-evaluate what is happening,

## All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year (2013-2014) on the MCA.</p>	<p><i>Math</i></p> <p><i>State Proficient – 56.90%</i></p> <p><i>2018-2019 LCS Proficient – 44.44%</i></p> <p><i>2013-2014 LCS Proficient – 39.22%</i></p> <p><i>Reading</i></p> <p><i>State Proficient – 59.46%</i></p> <p><i>2018-2019 LCS Proficient – 58.70%</i></p> <p><i>2013-2014 LCS Proficient – 49.02%</i></p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

### Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

As a small school we are fortunate enough to be able to look at each student score and see where holes are. We then decide whether a student would benefit from RTI and/or Title services. The classroom teacher also looks at the needs within the classroom of each student. We recently aligned the curriculum to the state standards so teachers are filling gaps on standards that are not in the curriculum and making sure to fulfill the standard rigorously. Each classroom has both formal and informal assessments that help to assess where students are throughout the year and to help guide the teachers in what they are teaching. With these assessments' teachers can determine if they are making progress or not.

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

Goal	Result	Goal Status
<p>The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year (2013-2014) on the MCA for FRP.</p>	<p><i>Math</i></p> <p><i>State Proficient – 35.79%</i></p> <p><i>2018-2019 LCS Proficient – 46.15%</i></p> <p><i>2013-2014 LCS Proficient – 37.50%</i></p> <p><i>Reading</i></p> <p><i>State Proficient – 40.36%</i></p> <p><i>2018-2019 LCS Proficient – 48.15%</i></p> <p><i>2013-2014 LCS Proficient – 45.00%</i></p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

### Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

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

Goal	Result	Goal Status
<p>Students in grades 2-8 will achieve a combined growth of 120-149 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.</p>	<p><i>Math- 121.82%</i> <i>Reading- 139.43</i></p>	<p><b><i>Check one of the following:</i></b>  <input type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)  <input checked="" type="checkbox"/> Goal Met (one-year goal)  <input type="checkbox"/> Goal Not Met (one-year goal)  <input type="checkbox"/> Met All (multiple goals)  <input type="checkbox"/> Met Some (multiple goals)  <input type="checkbox"/> Met None (multiple goals)</p>

**Narrative is required; 200 word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Again, as a small school we are able to look at each child's score to see their strengths and areas that need to improve. Throughout the year we revisit the scores and areas to make sure that we are fulfilling expectations. After the NWEA we assess who could benefit from RTI and Title services to start interventions with them as needed.



## All Students Graduate

Goal	Result	Goal Status
<p><i>Lafayette Charter School serves students in Pre-k – 8<sup>th</sup> grade.</i></p>		<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?