

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

DaVinci Academy of Arts and Science

Grades Served

Please check all that apply:

Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade

WBWF Contact Information

WBWF Contact Name

Terry Moffatt

WBWF Contact Title

Academic Director

WBWF Contact Phone Number

763-754-6577

WBWF Contact Email

tmoffatt@davincicharterschool.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://davincicharterschool.org/our-school/governance-documents/>

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.

February 24, 2020

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)

DaVinci Academy strives to provide an education that is both excellent and equitable to all students, regardless of race or socioeconomic status. In FY18, DaVinci Academy employed 96 full-time employees, including 52 full-time teachers. All teachers hold a Minnesota Teaching license. Of the 52 full-time teachers, 40 have at least four years of teaching experience. All students enrolled at DaVinci Academy have equitable access to excellent teachers in all grades K - 8. DaVinci Academy analyzes data from a school-wide level down to the classroom level to ensure that all students have equal access to quality teachers. As a charter school, all employees are at-will and are evaluated on their performance which is based on a number of measures.

Teacher leaders, parents and administration are included in the conversations to review equitable access data.

What equitable access gaps has the district found?

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

(200 word limit)

After reviewing data including class rosters, the racial/ethnic make-up of the student body, primary home language, gender and socioeconomic status, DaVinci Academy did not find any gaps related to equitable access to effective teachers for our students of color, nor were any found for low income students.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

DaVinci Academy will continue to make every effort to broaden the diversity of the staff to better reflect the diversity in our student body. We are working to develop stronger relationships with teacher training programs and expanding the geographic area in which we post openings for staff. We will continue to increase our recruiting efforts in a wide variety of colleges, universities and staffing agencies.

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)

12.2% of our students are Black. Six additional Black teachers would increase our licensed staff to 12.2% staff of color which would be reflective of our Black student population.

3.9% of our students are Hispanic. Two additional Hispanic teachers would increase our licensed teacher staff to 3.9% staff of color which would be reflective of our Hispanic student population.

2% of our students are Native American. One additional Native American teacher would increase our licensed teacher staff to 2% Native American which would be reflective of our Native American student population.

9.6% of our students are Asian. Six Asian teachers would increase our licensed teacher staff to 9.6% Asian staff which would be reflective of our Asian student population.

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

(200 word limit)

DaVinci has not been successful at recruiting teachers of color and American Indian teachers. Staff retention is high but recruitment has been a challenge, we believe in part due to our location.

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 have made efforts to recruit through job postings on various education job posting sites to attract teachers of color and American Indian teachers.

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 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

Does your district/charter enroll students in kindergarten?

Yes

Goal

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

By the end of the school year 2018-19, 80% of all Kindergarten students enrolled October 1 will have moved to at least STEP 3 on the STEP Literacy Assessment.

Result

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

By the end of the 2018-19 school year, 82% of all Kindergarten students had moved to a STEP 3 on the STEP Literacy Assessment.

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)

Many supports are provided to ensure Kindergarten students are able to meet the high expectations in Literacy. DaVinci Academy uses the STEP Literacy Assessment through UChicago Impact. Students are assessed, data is collected and analyzed three times per school year. Teachers use the results of these assessments to tailor differentiated reading lessons.

DaVinci Academy has a robust RTI department to ensure extra help is given to students who are struggling with Literacy. All Kindergarten teachers are trained in STEP and ongoing training and support is provided throughout the school year.

The strategies that are being implemented are successful, which is shown through the data that is collected and analyzed.

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 average reading proficiency rate for third grade students over the last three years is 67.1%, which is on average 11.5% above the State average. By FY2023, third grade reading scores will be on average 20% above the State average.

Result

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

In the 2018-19 school year, DaVinci Academy third graders were 58.8% proficient in reading compared to the state at 55% proficient.

Goal Status

Check one of the following:

On Track (multi-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)

We use data from the NWEA MAP assessment, interim assessments aligned to standards and STEP Literacy Assessment to track and monitor progress. This data is broken down by ethnicity, SPED, FRP and teacher for analysis.

DaVinci Academy has three RTI teachers trained in the WILSON reading program, which is utilized as a Tier 3 intervention. RTI teachers provide support in the classroom and pull out students for Tier 2 support.

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.

The proficiency gap between non FRP and FRP students enrolled October 1 in Grades 3 - 8 using all State Math accountability tests will decrease from 12.6% in 2018-19 to 10% in 2019-20.

Result

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

The proficiency gap between non FRP and FRP students in 2018 - 19 in math was 4.1%.

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)

Data-driven assessments are used in reading and math in grades 3 - 8 at least four times per school year. After the assessments are administered, data meetings with the teachers and the Academic Director are held. At these meetings, it is determined if the material needs to be retaught, if remediation is necessary or if students need more challenging material. Teachers then follow up with additional data after the material has been retaught.

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

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

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

The proficiency gap between non FRP and FRP students enrolled October 1 in Grades 3 - 8 using all State Reading accountability tests will decrease from 14% in 2017-18 to 10% in 2018-19.

Result

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

The proficiency gap between non FRP and FRP students in 2018 - 19 in reading was 4%.

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)

Data-driven assessments are used in reading and math in grades 3 - 8 at least four times per school year. After the assessments are administered, data meetings with the teachers and the Academic Director are held. At these meetings, it is determined if the material needs to be retaught, if remediation is necessary or if students need more challenging material. Teachers then follow up with additional data after the material has been retaught.

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.

Each school year, the average RIT score for eighth grade students enrolled from October 1 will surpass the national norm RIT in reading and math.

Result

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

In the 2018-19 school year, the DaVinci Academy eighth grade mean RIT score for reading was 225.7. The national norm RIT score for 8th grade reading was 217.2. DaVinci Academy eighth grade students surpassed the national norm RIT score by 8.5. For Math, the DaVinci Academy 8th grade RIT score was 238.1 and the national norm RIT score was 226.3. The DaVinci Academy RIT score was 11.8 points higher.

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)

Data-driven assessments are used in reading and math in grades 3 - 8 at least four times per school year. After the assessments are administered, data meetings with the teachers and the Academic Director are held. At these meetings, it is determined if the material needs to be retaught, if remediation is necessary or if students need more challenging material. Teachers then follow up with additional data after the material has been retaught.

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/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report//?snc=1573147173_5dc452250c3572.96690698&sg_navigate=start