DEPARTMENT OF EDUCATION

2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Cologne Academy

Grades Served: Kindergarten - 8th grade

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A and I Contact**:** Enter name.
Title: Enter title.
Phone: Enter phone number.
Email: Enter email.

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

☐ Yes   X No

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

This report has two parts:

Part A: Required for all districts/charters

Part B: 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.

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

Part A: Required for All Districts

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.

> ➢ ***www.cologneacademy.org***
>
> ➢ ***https://cologneacademy.org/wp-content/uploads/2019/12/4188-Cologne-Academy-Annual-Report-and-WBWF-2019.pdf***
>
> ➢ *Provide the direct website link 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.

> ➢ *September 17, 2019*

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.

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)
Lynn Peterson	Executive Director	
Jeff Katherman	Parent	
Amanda Daniel	Parent	
Amy Neitzel	Parent	
Melissa Mase	Principal/Parent	
Jamie Degen	Board, Parent, Staff	
Matt Lein	Parent	
Dan Perrel	Community	
Julie Olson	Parent	
Lisa Edgerly	Parent	
Katie Rotz	Parent	
Erica Bentz	Principal/Parent	
Jen Gordon	Staff	

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.

	FY 11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Teachers	14	25	31	35	46	53	58	58	64
Administrators	1	1	1	1	1	1	1	2	2
Professional Support	9	12	8	21	21	34	39	43	37
Total Employees	24	38	40	57	68	88	98	103	103
Average Student: Teacher Ratio	12:1	12:1	12:1	12:1	11:1	10:1	10:1	10:1	10:1

Teaching Experience	
Beginning Teachers	5
2-5 Years' Experience	7
6-10 Years' Experience	11

10+ Years' Experience	38

> *Equitable Access to Experienced, Effective, and In-Field Teachers*
> - *The majority of our teaching staff is experienced. In addition, the area in which this district resides in not diverse subsequently, our FARM is less than 10 percent. However, the district is prepared and has a deep pool of experienced teachers to whom would be assigned to our most needing students.*
> *Access to Diverse Teachers*
> - *The district seeks male educators and educators of color.*

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.

> *Cologne Academy's student population of 641 scholars is comprised of 89% white, 1 percent Asian, 5% Hispanic, 2% Black, and 3% two or more races.*
> - *Our staff is comprised of 98% white and 2% Hispanic. As the pool of effective teachers continues to shrink, the attempts at diversification become difficult. We post openings on job boards throughout the country to attract diversity.*

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.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X 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.

 X 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
Eighty percent or more of kindergarten students will exceed the low risk benchmark on the fall early reading screener.	This is a newly established goal. Our goal prior to this was "The average percent of students not ready for Kindergarten as measured by the STEP assessment from 2015-2019 was 21%. Cologne Academy will decrease the percentage of students not ready for Kindergarten by 5 percent by FY2024." As a school, we discontinued using STEP as a screener in this fall and moved to FastBridge which has better normative data and less administration variability. This year, 78% of students exceeded the low risk benchmark for fall.	***Check one of the following.*** x On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in kindergarten*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* Our grade enrollment is small and with little diversity it is a challenge to disaggregated data by student groups as the majority are white, all English speaking and less than 10% FaRM.
- *What strategies are in place to support this goal area?* Cologne Academy will offer Kindergarten readiness materials to students that are on their waitlist and will hold information evenings for parents in the community and parents on the waitlist to go over Kindergarten readiness prior to the start of the school year. Cologne Academy will also develop online resources for parents of Kindergarteners modeling pre-reading skills.
- *How well are you implementing your strategies?* Our plans thus far on communicating readiness has been limited to email, but will start an implementation plan this year.

- *How do you know whether it is or is not helping you make progress toward your goal?* Increased percentage of students not "at risk" would be an indicator that the school is making progress.
- Cologne Academy's heart lies in K-2 foundational literacy. To this end, we provide many supports to ensure all students have access and achieve to high literacy expectations. CA uses the University of Chicago's Impact STEP tool is used to collect data. We have two positions dedicated to STEP assessment with the students and then data meetings and lesson extensions directly related to assessment results.
- CA employs K-2 Literacy Specialist, MN Reading Corps, 2 full time interventionists, and a TST team (teacher support team)
- K-2 Focus on Literacy
- Cologne Academy had increased leadership in academically supporting literacy
- Data results will indicate readiness.
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All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The average reading proficiency rate for the last 3 years is 69.7 percent which is on average 12.8 percent above the state average. By FY2024, 3rd grade MCA reading results will be on average 18.4 percent above the state average, which is a growth of 5.6 percent.	For FY19 CA's proficiency rate was 13.8% points higher than the state.	***Check one of the following.*** X On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 3*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* Percentage of students meeting or exceeding on the MCA reading exam will increase year over year at a rate higher than the state. When disaggregating data, our population that needs the most work on meeting proficiency is those students with an Individualized Education Plan. These students are showing growth, but their disability is impeding proficiency on the state's assessment. Many students have great auditory comprehension, their true disability is reading print.
- *What strategies are in place to support this goal area?* Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.
- *How well are you implementing your strategies?* Weekly staff meet in PLC to review student work and progress and then define the next steps in teaching.
  How do you know whether it is or is not helping you make progress toward your goal? The school has invested considerable support/intervention in K-2 in order to gain proficiency in reading by 3rd grade.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
The average achievement gap percentage over the last 3 years on the MCA Math is 11.7 percent. By FY2024 the average achievement gap percentage over the last 3 years on the MCA Math exam will be below 9.3%. The average achievement gap percentage over the last 3 years on the MCA Reading is 10.2 percent. By FY2024 the average achievement gap percentage over the last 3 years on the MCA Reading exam will be below 7.4%.	In FY19, CA's FARM Math proficiency went down. Over all CA grew in enrollment, but has fewer FARM eligible students. The new three-year average is 13.8% or an increase of 2.7% in the wrong direction. In FY19, CA decreased the achievement gap in Reading by 2%. The proficiency grew 2 % for those eligible for FARM.	***Check one of the following.*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) X Met Some (multiple goals) ☐ Met None (multiple goals)

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

MATH	2019	2018
All	75.3%	72.6%
FaRM	56.4%	61.4%
Difference	18.9	11.2%

READING	2019	2018
All	73.6%	72.5%
FaRM	66.7%	65.9%
Difference	6.9%	6.6%

- *What strategies are in place to support this goal area?* Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.
- *How well are you implementing your strategies?* We have strengthened and defined our interventions and implementation to include more data tracking and analysis.
- *How do you know whether it is or is not helping you make progress toward your goal?* Visible learning would be indicated by increased scores across the school.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
By the conclusion of FY2024, the school-wide academic achievement rate for reading will be at least 16.6% above the state average.	Ending FY19, Cologne Academy is 14.6 % above the state and achieved 2 % higher this year over last.	***Check one of the following.*** X On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)
By the conclusion of FY2024, the school-wide academic achievement rate for math will be at least 17.8% above the state average.	Ending FY19, Cologne Academy is 20.2% above the state and achieved 4 % higher this year over last.	

	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count
CA-Math	26.62%	78	55.97%	164	17.4%	51
State-Math	35.09%	110,446	50.87%	160,131	14.02%	44,151
CA-Reading	23.36%	68	62.19%	181	14.43%	42

State-Reading	31.95%	100,712	48.52%	152,941	19.52%	61,557

- Data from MCA results will be used to track the school's achievement of this goal.
- At risk students will be monitored by the school's TST team and provided interventions in addition to the school's 90 minutes math and reading block.
- Teachers will use ongoing assessment data to adjust instruction. Staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	***Check one of the following.*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) X *District/charter does not enroll students in grade 12*

Part B: Achievement and Integration Progress Report

This portion is only required for districts with an approved A & I Plan during the 2018-19 school year.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?

Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Racially Identifiable Schools

If your district's 2017-20 A & I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on this list with one or more racially identifiable schools.

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

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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?*

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.