

2020-2021 World's Best Workforce Summary



ASPEN
ACADEMY

A 2019 National Blue Ribbon School

THINK

Tenacity | High Expectations | Integrity | No Excuses | Kindness



Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five goals:

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students must graduate from high school.

Aspen Academy, #4184, is a public charter school serving students in grades K-8.

World's Best Workforce Contact Information:

Melanie Jiskra, Principal

952-226-5940

Melanie.jiskra@aspenacademymn.org

Summary Meeting: October 28, 2021 - 4:15pm

New Plan Development: November 9, 2021 - 4:15pm

Public Meeting: November 16, 2021 - 5:00pm

Board Approval: November 16, 2021 - 6:00pm

2020-2021 District Advisory Committee:

Melanie Jiskra, Principal

James Jotter, Assistant Principal

Alicia Valiant - Special Education Teacher

Cindy Carey - MS Science Teacher

Stephanie Smitley - Math Interventionist, Parent, Board Member

Mandi Berndt - EL/Latin Teacher

Rachel Gulachek - EL Teacher/Reading Interventionist

Taylor Kruse - Second Grade Teacher

Diane Sterna - Fourth Grade Teacher

Angela Dunn - DAC/Title 1 Math Specialist

Tim Spika - Paraprofessional, Community Member

Jennifer Japel - Kindergarten Teacher

Julie Adu - Parent

Kimberly Graff - Parent

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.

- 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.

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?

Aspen Academy WBWF Committee examined the current list of active teachers who are employed with the district. We reviewed the data from the STAR report that lists employees and includes data including name, license number, area of licensure and years with the organization. We reviewed the data throughout the year, if staff members changed and then reviewed the current list of employees on the updated staff list. Currently, we have one teacher teaching with a state approved out of field license variance out of our licensed teaching staff.

We ensured that all students of color, American Indian students and students from low income families had equitable access to experienced, in-field, effective teachers. The teachers at Aspen Academy all can be defined as experienced, in-field, and effective teachers. Administration and committee members were included in conversations to review equitable access data.

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?

Aspen Academy's professional development plan ensures that all teachers, novice or veteran, continue to receive opportunities for growth and development. Aspen Academy's teacher professional development plan included strength based peer coaching, mentor/mentee assignments, new teacher monthly cohort and continued work in Charlotte Danielson's Framework for Effective Teaching Strategies throughout the year. All teachers, regardless of status, were planned to be evaluated twice a year by a licensed administrator, which due to COVID 19 not all teachers received two evaluations, but all teachers new to Aspen Academy were evaluated three times last year.

Administration was very diligent in recruiting efforts, which started from December, 2020 to hire effective and experienced teachers. Our goal is to continue to build partnerships with universities that will place student teachers and practicum students with us so we can be a part of their educational training. We have had one student teacher candidate last year and we have two more universities partner with us for practicum experiences and student teaching opportunities.

Our goal to reduce and eventually eliminate equitable access gaps continues through strategic and innovative professional development and strengths based coaching.

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?

Aspen Academy's highest demographic of racial and ethnicity is White at 60.9% with the next highest Black or African American at 16.4%. Aspen Academy's racial and ethnic student groups in our district not yet represented in our licensed teaching staff include Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander and 2 or more Races.

To be representative of our entire student population we would need 8 Asian, 9 Black or African American, 0 Native Hawaiian or Pacific Islander, 3 teachers identifying as 2 or more races, 2 Hispanic or Latino, and 0 American Indian or Alaska Native.

Today there is a shortage of all teachers, regardless of race or ethnicity. We continue to pursue our goal in increasing and retaining teachers of color and American Indian teachers by partnering with local universities, broadening job posting locations, and networking with other districts and personnel for potential employees.

Our goal is to work to acquire effective teachers, both of color and in licensure areas to increase our diversity of teaching staff to better reflect our student body.

2020-2021 GOALS

All Students Ready for School

GOAL: For the 2020-2021 school year, Aspen Academy will require 100% of incoming kindergarteners to have had Early Childhood Screening as evidenced by the screening results included in the enrollment packet. The screening results contributed to student achievement by allowing Aspen Academy staff to be proactively prepared for students with unique needs.

RESULTS: For the 2020-2021 school year, 100% of incoming kindergarten students had an Early Childhood Screening completed by their home district as evidenced by the results included in their enrollment packet.

GOAL MET

All Students in Third Grade Achieving Grade-Level Literacy

2020-2021 ASPEN ACADEMY CHARTER SCHOOL GOAL

100% of third graders can read at grade level. In addition, by the conclusion of FY 2020, the third grade proficiency rates will be no less than 26 percentage points higher in reading than the state average.

RESULTS: For the 2020-2021 school year, 59.5% of third graders were reading at grade level at the end of the year which was 11 percentage points higher than the state average of 48.5%.

GOAL NOT MET

BUILDING SITE GOALS

GOAL: 70% of students in grades K,1 and 2 scoring at either a “Low Risk” or “Exceeds” level in the spring using Fastbridge earlyReading and aReading measures.

RESULTS: 63% of students in grades K,1 and 2 scoring at either a “Low Risk” or “Exceeds” level in the spring using Fastbridge earlyReading and aReading measures.

GOAL NOT MET

GOAL: 70% of students either meeting or exceeding the State Standards on the Minnesota Comprehensive Reading Assessment when in third grade.

RESULTS: 59.5% of third grade students met or exceeded the State Standards on the MCA Reading Assessment in the spring of 2021.

GOAL NOT MET

GOAL: 75% of students either meeting or exceeding the state standards on the Minnesota Comprehensive Reading Assessment in grades 3-8.

RESULTS: 64.1% of students in grades 3-8 met or exceeded the State Standards on the MCA Reading Assessment in the spring of 2021.

GOAL NOT MET

GOAL: A reduced percentage of students Partially Meeting (17%) and an increased percentage of students Meeting or Exceeding (69%) in Reading on the Minnesota Comprehensive Assessment.

RESULTS: The percentage of students in the Partially Meets category did not change from 2019. The percentage of students in Meeting or Exceeding went down by 5 percentage points.

GOAL NOT MET

Close the Achievement Gap(s) Between Student Groups 2020-2021 **ASPEN ACADEMY CHARTER SCHOOL GOAL**

All racial and economic achievement gaps between students are closed. By the conclusion of 2020, for both reading and math, the proficiency rate for each subgroup for which the School had publicly reportable/sufficient counts in 2016 will be no less than 40% of (100-2016 subgroup proficiency rate) + 2016 subgroup proficiency rate.

RESULTS: In both reading and math, we did not meet the goal. In the spring of 2021, the subgroup of Pacific Islanders/ Asians were 70.6% proficient in reading and 68.6% proficient in math. The goal for reading was 86.1% and 95.4% in math. **GOAL NOT MET**

BUILDING SITE GOALS

GOAL: For the 2020-2021 school year:

Aspen Academy will close the special education gap by 20% in both reading and math as measured by the Minnesota Comprehensive Assessment. (2019) Math: 38.7% DNM and 16.1% PM = 54.8% below target Reading: 54.8% DMN and 12.9% PM = 67.7% below target

RESULTS:

(2021)

Math: 54% DNM and 20% PM = 64% below target

Reading: 55.3% DNM and 16.% PM = 71.4% below target

GOAL NOT MET

All Students Career and College Ready by Graduation

2020-2021 ASPEN ACADEMY CHARTER SCHOOL GOAL

Each year, a minimum of 80% of 8th grade students will take the ACT Explore test and a minimum of 65% of those students will exceed the state average.

RESULTS: Aspen Academy had a 69% participation rate for 2021.

GOAL NOT MET