

ASPEN ACADEMY

2021-2022 World's Best Workforce Summary



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:

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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

Summary of 2021-2022 Plan Board Approval: October 17, 2022

2021-2022 District Advisory Committee:

Melanie Jiskra, Principal

James Jotter, Assistant Principal

Julie Martini - MARSS Coordinator

Alicia Valiant - Special Education Teacher

Cindy Carey - MS Science Teacher

Stephanie Smitley - Math Interventionist, Parent, Board Member

Mandi Berndt - EL/Latin Teacher

Debbie Olson - Middle School Science Teacher

Taylor Jiskra - Second Grade Teacher

Diane Sterna - Third Grade Teacher

Angela Dunn - DAC/Math Specialist

Tim Spika - Paraprofessional, Community Member

Kristine Kemppainen - Kindergarten Teacher

Rida Osman - Student Representative

Beatrice Schwake - Parent

Amy Hoyd - Parent

Natalie Barnes - Parent

Funmi Garrick - 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 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 licensed 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, areas of licensure, and years with the organization. We reviewed the staffing data throughout the year, as staff members changed and then again at the end of the year's current list of employees. Currently, we have one teacher teaching with a state approved out of field license permission on our licensed teaching staff.

Through our building-wide scheduling 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 inexperienced or experienced in-field, and effective teachers. All students at Aspen Academy may have an inexperienced teacher for a content area and will have access to experienced, in-field effective teachers throughout their day. 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 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, are on the observation cycle either through formal or informal administrative evaluations. All teachers new to Aspen

Academy were formally evaluated three times last year. We work to incorporate culturally relevant teaching strategies across all content areas.

Administration was very diligent in recruiting efforts, which started early to hire effective and experienced teachers. Our goal remains building those partnerships with universities that place student teaching candidates with us so we can be a part of their educational training. We were a part of a pilot program with University of St. Thomas which was a grow your own teacher program. We had two of our special education paraprofessionals as a part of the program and are now hired at Aspen Academy as full time special education teachers who hold a masters degree in ABS.

Aspen Academy was able to bring on staff two highly qualified staff members who had previous experience working with administration. The background of these professionals include data analysis, reading research, reading acquisition, early intervention, programming and school psychology.

Through the staffing efforts, the district continues to reduce, with the goal of eliminating, equitable access gaps through innovative professional development and peer coaching. Implementing more data reviews and use of data to drive instructional decision making we can work to further develop highly effective teachers.

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 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 56.4 % with the next highest Black or African American at 17.3 % and American Indian or Alaska Native at .7 %. Aspen Academy's racial and ethnic students 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.

An experienced educator has more than three years of experience. Aspen Academy has 32.66% students of color or American Indian or Alaska Native students and is considered to have neither a high-nor low number of students of color or American Indian or Alaska Native students. Aspen Academy would need to hire 12 teachers of color and American Indian or Alaska Native race and ethnicity.

The teacher shortage, regardless of race or ethnicity, is an epidemic across our country. 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.

2021-2022 Goals All Students Ready for School

2024-2025 ASPEN ACADEMY CHARTER SCHOOL GOAL

Each year through FY 2025, 95% of all the School's kindergarten students continuously enrolled since the first day of school will be able to:

- generate all sounds of the first 26 phonograms (letters a-z) by April 1 of each year.

RESULTS: Did Not Meet - 87% were able to make the sounds of the first 26 phonograms.

- identify all 26 upper and lower case letters by February 1 of each year.

RESULTS: Did Not Meet- 27% of students were able to identify all letters by February 1.

BUILDING SITE GOALS 2021-2022

Kindergarten:

- From Fall to Winter, there will be a minimum increase of 3 percentage points in the benchmark category "low risk" for Onset Sounds.

RESULTS: Did Not Meet - down 12% points

- From Winter to Spring, there will be a minimum increase of 3 percentage points in the benchmark category "low risk" for Nonsense Words.

RESULTS: Did not Meet - up 2% points

All Students in Third Grade Achieving Grade-Level Literacy

2024-2025 ASPEN ACADEMY CHARTER SCHOOL GOAL

Every year Aspen Academy will outperform, by overall percentage, the district of Prior Lake/Savage, in science, reading, and math.

RESULTS: Goal in Science:	Goal in Reading:	Goal in Math:
Gr. 3 N/A	Not Met 55.3/60.7	Not Met 75.3/75.4
Gr.4 N/A	Met 64.6/62.9	Not Met 64.6/73.4
Gr.5 Not Met 66.7/69.8	Not Met 70.4/77.8	Met 54.9/54.7
Gr. 6 N/A	Met 63.8/63.4	Not Met 48.3/61.7
Gr. 7 N/A	Not Met 55.2/60.0	Not Met 41.4/59.8
Gr. 8 Not Met 26.3/40.2	Met 52.6/48.8	Met 47.4/47.0

By the end of the 2024/ 2025 school year, Aspen Academy will score: 3rd grade proficiency rates will be no less than 10 points higher in reading than the state average on the MCAs.

- No less than 13 percentage points higher than the state average for all students in reading.

BUILDING SITE GOALS 2021-2022

First Grade:

- From Fall to Winter, Aspen Academy students will have an increase of at least 3 percentage points in the benchmark category 'low risk' for Nonsense Words.

RESULTS: Did Not Meet - Down 6% points

- From Winter to Spring, in the 'low risk' category there will be an increase of at least 5 percentage points for Nonsense Words.

RESULTS: Met - Up 5% points

Second Grade Goals:

- From Fall to Winter, Aspen Academy students will have a minimum of at least 6 percentage points in the combined 'low risk and exceeds' benchmark category for CBMReading.

RESULTS: Did Not Meet - Up 2% points

- From Winter to Spring, in the 'low risk and exceeds' benchmark category there will be an increase of at least 6 percentage points in the benchmark category for CBMReading.

RESULTS: Did Not Meet - Down 1% point

Third Grade Goals:

- From Fall to Winter, Aspen Academy students will have a minimum of at least 6 percentage points in the combined 'low risk and exceeds' benchmark category for CBMReading.

RESULTS: Did Not Meet - Up 5% points

- From Winter to Spring, in the 'low risk and exceeds' benchmark category there will be an increase of at least 6 percentage points in the benchmark category for CBMReading as measured by the FASTBridge CBM assessment.

RESULTS: Met - Up 11% points

Close the Achievement Gap(s) Between Student Groups

2024-2025 ASPEN ACADEMY CHARTER SCHOOL GOALS

- All racial and economic achievement gaps between students are closed. Each year, for each reading and math, the average number of progress points generated by School students based on changes in their achievement levels, for students identified in the FRP subgroup, will exceed two.

RESULTS: Did not Meet

2022: FRP - 28.2% proficient in math 6 scholars improved ; 25.6% proficient in reading 8 scholars improved

2019: FRP - 60% proficient in math 1 scholar improved; 54.3% proficient in reading 10 scholars improved

- Each year, the School will demonstrate higher school-wide proficiency rates than the Prior Lake-Savage School District for reading, math, and science (for the same grades as offered by the school) for economic subgroups; and higher than the Shakopee school district for racial subgroups.

RESULTS ECONOMIC SUBGROUP:	Science:	Reading:	Math:
F/R Lunch	Not Met 0/27.6	Not Met 25.6/38.7	Not Met 28.2/31.9
RESULTS ECONOMIC SUBGROUP:	Science:	Reading:	Math:
Hispanic/Latino	N/A	Met 30.0/28	Met 30.0/22.2
American Indian/Alaska Native	N/A	N/A	N/A
Asian	Met 82.4/47.3	Met 72.1/62.	Met 77.0/57.5
Black/African American	Not Met 21.4/24.4	Met 45.0/44.4	Met 40.0/29.9
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	Met 59.6/46.3	Not Met 64.2/64.6	Met 61.6/57.1
2 or More Races	N/A	Met 69.6/53.8	Met 56.5/41.4

By the end of the 2024/ 2025 school year, Aspen Academy will score: 3rd grade proficiency rates will be no less than 10 points higher in reading than the state average on the MCAs.

- No less than 13 percentage points higher than the state average for all students in reading.

BUILDING SITE GOALS 2021-2022

For the 2021-2022 school year, Aspen Academy will close the special education gap in reading by 24% and math by 21% to be on track to close the achievement gap in four years.

2020-2021: Reading: 35.6% proficiency gap

Math: 29% proficiency in math

Goal - 2021-2022: Reading: 35.5% proficient

Math: 31.5% proficient

RESULTS: Not Met:

Reading: 28% State: 25.7%

Math: 20% State: 23.8%

All Students Career and College Ready by Graduation

2024-2025 ASPEN ACADEMY CHARTER SCHOOL GOAL

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BUILDING SITE GOAL 2021-2022

Each year, the School will administer a nationally-normed assessment in at least grades 4 and 8. For 4th grade students who remain in the School through 8th grade:

- If their 4th grade national percentile ranking was less than 70%, at least 50% of the students will increase their national percentile ranking.

RESULTS: Goal Met - There are eight continuously enrolled scholars at Aspen Academy during the 2022-2023 school year. Two scholars were below the 70th percentile in both reading and math as 4th graders. 50% of those students increased their national percentile ranking in both reading and math based on this Fall 2022 administration of the nationally normed assessment.