



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

District or Charter Name: Dugsi Academy

Grades Served: K-8

WBWF Contact: Mary Stafford

A and I Contact: NA

Title: Superintendent

Title:

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Phone:

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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.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- 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.

- 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.
 - **DECEMBER 19, 2019 4:00 to 6:00 PM**

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)
Sam Pfeifer	Lead Teacher/Middle School	
Mary Stafford	Superintendent	
Khalif Warsame	Academic Advisor/Math	
Yusuf Mohamed	Dean	
Joanna Sancartier	Lead Teacher Primary/Elementary	
Michael Robinson	Lead Teacher SPED	
Abdirzak Jama	Parent	

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.

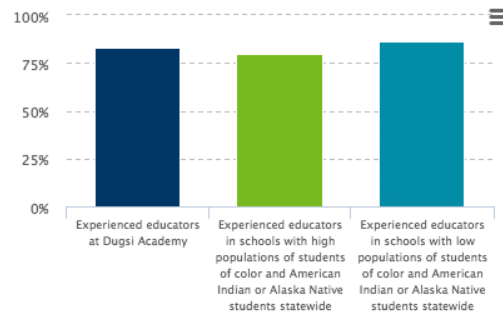
Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- 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.

Dugsi students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers as depicted below.

This school has 100.00% students of color or American Indian or Alaska Native students and is considered to have a high number of students of color or American Indian or Alaska Native students.



	Educators at Dugsi Academy	Educators in schools with high populations of students of color and American Indian or Alaska Native students statewide	Educators in schools with low populations of students of color and American Indian or Alaska Native students statewide
Percent experienced	83.33%	79.99%	86.22%
Number experienced	20	11,929	11,610

Our process begins with robust recruitment and talent development efforts. We have created relationships with professional organizations, colleges and universities. We also have an informal grow your own program where we support non-certified staff with demonstrated performance to pursue and complete teacher certification. Once on-board, we provide substantial and aligned professional development and coaching. We also monitor carefully to ensure all staff maintain licensure.

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

- Dugsi Academy is 100% FRL, 100% students of color and 85% ELL. Our examination of data can not occur internally given the homogeneous demographics of the student body. We do, however look carefully at comparison data from other schools and districts to measure the degree to which our students have equitable access to experienced, in-field, and effective teachers.
- Who was included in conversations to review equitable access data?
 - District Advisory Committee members/Leadership team were included in conversation to review the data.
- What equitable access gaps has the district found?
 - We have made great efforts to hire and retain bilingual certified staff (Somali speaking) and have made great strides.
- What are the root causes contributing to your equitable access gaps?
 - Root causes relate to the limited talent pool with these unique qualifications.
- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - Dugsi has a comprehensive plan with multiple strategies to improve access to experienced, in-field, and effective teachers. When the turnaround began in 2017-2018 this was deemed a high priority. All existing teachers were evaluated based on data driven evidence of high performance. Teachers were and continue to be measured with these criteria. The most effective teachers are placed with cohorts of students having the greatest need. If evidence does not suggest effective results teachers are either supported with intense interventions and professional development or not retained.
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
 - As mentioned, this has been a key priority of our turnaround efforts and will continue to be placed at the forefront. This is of the greatest importance to the families we serve.

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.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.

Dugsi Academy during the turnaround period has been intentionally working to increase racial diversity. Dugsi students have greater access to licensed teachers that reflect this racial and ethnic diversion of students. During the 2018-2019 school year Dugsi employed 20 teachers. 10, or 50% of them were teachers of color. We are proud of this statistic and will continue to make this a priority in terms of recruitment, retention, and professional support and coaching.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
 - Our efforts have been successful in ensuring that teachers reflect the racial and ethnic diversity of our students. We continue to make the hiring of Somali speaking teachers a priority.
- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
 - It is unrealistic to think that the staff could mirror exactly a student population that is 100% black and Somali.
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
 - Lack of a diverse and highly qualified talent pool in Minnesota continues to be a challenge.
- 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?
 - First and foremost, we are perfectly clear and public about the fact that we feel this is essential for effective teaching and learning. It is critical for our students to see professionals that they can identify with. Our recruitment efforts are both broad and deep. Our talent development approach for educators prioritizes support for and encouragement of teachers of color.

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.

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
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Bilingual Bicultural Learning Environment and Parent Engagement— a pilot will be conducted during the 2018-2019 school year to determine the efficacy of this approach as a strategy to support early learning. Parents of early learners will be provided with classes designed to support literacy and language development of primary students.</p>	<p>The pilot program was administered, Dugsi Academy Language Focused Engagement. The objective was to support initiatives required by the LEAPS Act of 2014. Goals included:</p> <ul style="list-style-type: none"> • Engage Parents in Authentic Literacy • Value, learn and preserve the Somali Language • Value and preserve the Somali culture through the Somali Language • Promote early reading and writing literacy • Develop bi-lingual and bi-literate students (Somali/English) <p>The pilot was extremely successful and will be implemented for 36 weeks in the 19-20 school year and aligned with Title funds for parent engagement and ELL.</p>	<p>Check one of the following:</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>

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Data examining performance of kindergarten and first grade students in reading specifically.
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
 - The program was a pilot and learnings were used to modify and improve the 19-20 school year implementation.
- How do you know whether it is or is not helping you make progress toward your goal?
 - The children of participants in the program are monitored for literacy progress with assessments - F&P and NWEA MAP for early grades.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year</i></p> <p>Academic Growth. 50% or more of students who have been continuously enrolled (having tested all seasons August through May) will be on track will to make at least 1 year’s growth in Math based on the FAST assessment. 50% or more of students who have been continuously enrolled (having tested all seasons August through May) will be on track will to make at least 1 year’s growth in Reading based on the FAST assessment.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>In grades 2-5:</p> <ul style="list-style-type: none"> • 75.2 % on track FAST Reading <p>A review of MCA reading data for 3rd grade reveals steady progress each year of the turnaround. The % proficient increased from 0 in 2016 (year prior to turnaround) to 23.1% in 2019. 90% of second graders met or exceeded reading targets as measured by FAST suggesting that 2020 MCA 3rd grade scores will continue to climb.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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>

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - FAST data and F&P data were used to identify needs in this goal area.
 - Given the demographics of the school we are limited – data is disaggregated by ELL and Sped.
- What strategies are in place to support this goal area?
 - Literacy as measured by 3rd grade reading scores is the highest priority of the school. A rigorous curriculum has been implemented, both formative and summative data is examined and analyzed regularly. A personalized approach utilizing flexible grouping and 1:1 attention is at the core of the academic model. A unique parent engagement program has been developed to support literacy in the home. Teachers benefit from on-going job embedded professional development and coaching. Two certified and experienced reading specialists are part of the operator’s team and supported the school daily.
- How well are you implementing your strategies?
 - The operator’s school support team monitors the fidelity of implementation on a daily basis. Where gaps are identified individual support is provided. Classroom observations occur daily and student academic data from multiple sources is monitored weekly.
- How do you know whether it is or is not helping you make progress toward your goal?
 - This assessment is made based on the strategies described above.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Growth data from the MDE School Report Card will demonstrate that Dugsi Academy will accelerate student outcomes for its neediest students – those that are non-proficient, and sub-groups black, ELL and FRL, faster than that of the state or district.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>An analysis of growth based on the Minnesota Growth model and the North Star Progress report from the MDE 18-19 report card indicates that Dugsi Academy is doing a better job of accelerating growth for its neediest students (non-proficient) than either the State or the St. Paul District. (2018-2019 Growth by Last Year’s Proficiency Status – All Students)</p> <p>And that, the % of Dugsi Academy students representing Black, ELL and FRL sub-groups, whose achievement level improved in both math and reading is greater than that of the State or the St. Paul District.</p>	<p>Check one of the following:</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>

MINNESOTA GROWTH

% Non-proficient students with High Growth

Are students making expected growth?

% non-proficient students with high growth	Dugsi	Statewide	St. Paul District
Math	24.5	8.8	12.9
Reading	28.1	11.3	16.0

NORTH STAR PROGRESS

% Achievement Level Improved by sub-group

Are students improving or maintain achievement levels on academic tests?

% Achievement Level Improved	Dugsi	Statewide	St. Paul District
Math - Black	18.6	12.3	10.4
Reading - Black	21.5	18.6	15.9
Math - ELL	19.4	15.3	16.7
Reading - ELL	21.6	20.5	20.6
Math - FRL	18.6	13.3	13.4
Reading - FRL	21.4	19.3	18.3

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Academic proficiency, Reading. Reading proficiency will increase annually by a minimum of 2 points.	<input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met	Reading proficiency increased in 2019 to 19.6% in reading. (4-point gain)
Academic proficiency, Math. Math proficiency will increase annually by a minimum of 2 points.	<input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met	Math proficiency increased in 2019 to 17.5% in math. (7.1-point gain)

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Data from FAST, NWEA and MCA is used to identify needs. Dugsi Academy is 100% FRL, 100% students of color and 85% ELL. We look carefully at individual student data to personalize a learning path for each student and close identified skills gaps.
- What strategies are in place to support this goal area?
 - A rigorous curriculum aligned with Minnesota state standards
 - Adaptive software that aligns learning target to individual student needs
 - A robust review of achievement data from multiple sources on a regular basis
 - Individualized job embedded professional growth plans for teachers and differentiated professional learning opportunities
 - Opportunities for tutoring
 - Implementation of 21st century skill base programs (ie: Summit Learning)
 - Establishing a culture of high expectations
 - Limiting out of school suspension (in essence, eliminating this strategy)
- How well are you implementing your strategies?
 - In general student growth data suggest that we are doing a good job of implementing our strategies. One important aspect is to routinely monitor fidelity of implementation and outcomes to monitor and adjust ensuring a cycle of continuous improvement.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Again, student growth data is the ultimate measure of whether or not our strategies are helping us make progress toward our goals.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p style="text-align: center;">NA</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p style="text-align: center;">NA</p>	<p>Check one of the following:</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 checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

- 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

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

[View list of participating districts.](#)

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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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 more than two goals, copy and paste additional A&I Goal tables 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 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

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