

Kato Public Charter School

World's Best Workforce Summary Report

Results from School Year 2017-2018

District or Charter Name: Kato Public Charter School

Grades Served: 6-12

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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.

Provide the direct website link to the district's WBWF annual report.

Annual WBWF review and approval meeting scheduled for:

- **December 13, 2018 from 4pm-6:30pm at Kato Public Charter School**

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.

WBWF Annual progress review and strategic planning meeting scheduled for:

- **Thursday, January 17th from 4 - 6:00pm at Kato Public Charter School**

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

Equitable Access to Experienced, Effective, and In-Field Teachers

- o ***Who is included in the conversations to review equitable access data and when do these occur?***

The School Board, Administration, and Co-Operative are involved in the posting of positions, recruiting, and hiring qualified staff and posting positions in accordance to Title I. Postings continue on an ongoing basis if exceptions such as license area waivers are required.

- o ***What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?***

Applicants responding to job postings for the district lacking direct qualifications in area posted for, or having limited years of experience. The district reviewed applications from candidates from previous 5 years that applied for advisor positions was completed to establish trends in quality of applications received for posted positions.

- o ***What are the root causes contributing to your gaps?***

Historical practice of hiring and placing advisors in generalist positions, turnover, and wage gaps for advisors in comparison to other local districts hiring within a 30 mile radius. Ineffective hiring, onboarding and retention practices. Size of student population in relation to needs of student population.

- o ***What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?***

Removal of generalist advisor positions for school year 2018-2019 and hiring in areas of core course area to match licensing. Increase in wages and adjustment to pay scale to compete with local district pay wages. Exponential increase in Leadership Development opportunities. Grant writing. Implementation of clear path advancement and leadership opportunities within staff structure.

Access to Diverse Teachers

- o ***What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?***

Providing a safe and inclusive workplace for all staff and students and sound hiring practices directly impact the ability to recruit and retain qualified and diversified staff.

- o ***What efforts are in place to increase the diversity of the teachers in the district?***

Diversity and Inclusion leadership development and training. A no tolerance policy for acts of discrimination or harassment. Ongoing recruiting efforts welcoming qualified candidates. Focus on equal access in application processes, leading to word of mouth. Diversity and Inclusion being imbedded into the culture through focused efforts and activities in the community and on site.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this 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 requirements can be found in the checklists posted [on the MDE website](#).

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 2018-2019 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Dr. David Gadberry	Community Resident	NA
Caden Sjogren	Teacher	NA
Dr. Craig Anderson	Parent	NA
Juli Hackenberger	Parent	NA
Michael Haskins	Community Resident	NA
Dr. Mymique Baxter	Academic Director	NA
Brandi Bjorklund	CCR Coordinator	NA
Brenna Enge	Student Grade 12	NA
Zack Krinke	Student Grade 11	NA
Jade Wright	Student Grade 11	NA
Mohamed Mohamed	Student Grade 10	NA
Ari Mlaker	Student Grade 10	NA
Leticia Saito	Student Grade 9	NA
Middle School Representatives to Come		NA

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Not Applicable	Not Applicable	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> District/charter does not enroll students in kindergarten

Bulleterd narrative is appreciated. 200-word limit.

Not Applicable

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Not Applicable	Not Applicable	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> District/charter does not enroll students in grade 3

Bulleted narrative is appreciated. 200-word limit.
 Not Applicable

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> ● Goal 1: Overall combined 2014 - 2018 results for Special Education Reading (math cell size too small) With a goal of schools proficiency rate being 10% above state average and/or improving proficiency rate by more than 20 points on the MCA III. 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> ● Overall combined 2014 - 2018 results showed 56.51% proficient in comparison to state percentage of 27.5% on the MCA III. 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track <p>One-Year Goal</p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Bulleted narrative is appreciated. 200-word limit.

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 2014-2018 MCA III testing results for Kato Public Charter School Special Education Program.
- **What strategies are in place to support this goal area?**
 Student preparation for low anxiety testing environment, implementation of advisor academic focus committees for intervention and recovery, qualified special education case management hired with increased leadership development and increased focus on student progress. Collaboration with family. Ongoing check in and update on progress with focus on achieving SMART goals and benchmarks for SPED students.
- **How well are you implementing your strategies?**
 New staff hired with qualifications to deliver special education curriculum, collaboration with partner organization for improvement on delivery and tracking in place, and focus on new systems for tracking progress under way in 2018-2019.
- **How do you know whether it is or is not helping you make progress toward your goal?**
 Increase in overall student academic performance in SPED student testing, with an increase in graduation rates of SPED students on track with age group, and increase in participation in areas of College and Career Readiness.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> • All students are Ready for Career and College as measured by Fall-Sprint Growth through NWEA standards: <ul style="list-style-type: none"> ○ Math: 60% or above meet individual growth target, grades 6-12 ○ Reading: 60% or above meet individual growth target, grades 6-12 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> • NWEA <ul style="list-style-type: none"> ○ Math grades 6-12 scored at 69.57%, meeting standards ○ Reading scored at 72.34%, meeting standards 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 NWEA testing results from year 2017-2018.
- **What strategies are in place to support this goal area?**
 ILP/ILR, creation of a math intervention team, blended learning platforms, qualified advisors teaching in specific area of focus, options for gifted and talented, AP, PSEO, CCR, implementation of intervention and recovery team.
- **How well are you implementing your strategies?**
 All have been implemented and are under way. All students are required to test three times per year for NWEA, including seniors, to ensure interventions for math and reading can take place based on test results as needed.
- **How do you know whether it is or is not helping you make progress toward your goal?**
 Increase in student engagement, increase in advanced placement, improvement of overall student grades in math and reading, improved testing scores on NWEA and MCA III.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> • Goal 1: In line with authorizer Mutually Agreed-Upon Rigorous Accountability Framework (MARA): <ul style="list-style-type: none"> ○ Ramp Up to Readiness: 60% or more students show proficiency or growth on the majority of indicators on RUR Rubric ○ Individualized Graduation Rate: Combined goal from 2014-2018 at 70% or more of students graduate on or before their GRAD year, based on timeline reasonable to student situation upon enrollment, grades 9-12 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> • Goal 1: <ul style="list-style-type: none"> ○ Ramp Up for Readiness shows completion of 92.45%, meeting standards ○ Individualized Graduation Rate combined for 2014-2018 at 90.48% meeting goal area 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

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

2017-2018 Ramp Up for Readiness student grading and delivery data. MDE student data on graduation rates.

• **What strategies are in place to support this goal area?**

Implementation of Career and College Readiness Program, use of individualized learning plans, creation of advanced placement and gifted and talented programming, partnership development with local corporations and business, partnerships with local colleges with intention to incentivize graduation.

• ***How well are you implementing your strategies?***

CCR Coordinator hired 2018-2019, online curriculum implemented for CCR training, community partners developed to submit a grant for WBL, committee for PSEO, Advanced Placement, Gifted and Talented, Intervention, and Recovery implemented, progress report tracking completed, ILP's created with ILR's for each student. Students assigned primary advisor for oversight. Alumni development underway.

• ***How do you know whether it is or is not helping you make progress toward your goal?***

Continuing stability in student population through 6-12, with limited or decreasing attrition rates. Increased placement in AP, PSEO and GT with lower placement numbers in Recovery and Interventions. Increased placement in jobs or college programs. Increased student population testing for career and college readiness, with improved overall results for ACT and Accuplacer. Tracking of alumni to monitor long term community success of graduates.