



2016-17 World's Best Workforce Report Summary

District or Charter Name: El Colegio

Grades Served: 9-12

Contact Person Name and Position: Norma Garces, Executive Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

➤ <http://www.el-colegio.org/about-us-2/board-of-directors/>

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

➤ Thursday, November 9th, 6:00 – 8:00 p.m.

1c. District Advisory Committee

Name	Role	Contact Information
Name 1. Norma Garces	Role 1. Executive Director	garces@el-colegio.org
Name 2. Chad Davidson	Role 2. Lead Math Teacher	chad@el-colegio.org
Name 4. Megan Nagel	Role 4. English Teacher	mnagel@el-colegio.org
Name 5. Heather Rawson	Role 5. ELL Teacher	hrawson@el-colegio.org
Name 6. Mitch Roldan	Role 6. Dean of Students	mitch@el-colegio.org
Name 7. Deborah Malaga	Role 7. School Counselor	dmalaga@el-colegio.org
Name 8. Roberta Luby	Role 8. Special Ed Teacher	rluby@el-colegio.org

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2016-2017 school year.</i>	<i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2016-2017 school year.</i>	<i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>50 percent of scholars, that pre and posttest, at El Colegio will meet or exceed their RIT Growth Projection on NWEA Measures of Academic Progress in Reading, annually.</p> <p>50 percent of scholars, that pre and posttest, at El Colegio will meet or exceed their RIT Growth Projection on NWEA Measures of Academic Progress in Math, annually.</p>	<p>86 scholars were tested during the fall and the spring. 58 scholars were tested in BOTH spring and fall. 28 scholars only had one test score. 27 scholars had growth data projections, of those 40.7% met or exceeded Projected RIT. The average growth for the school year was 5.07 points.</p> <p>86 number of scholars tested. 57 scholars were tested in both fall and spring. 29 only had one test score. 28 students had growth data projections, of those 53.6% met or exceeded their Map Growth projection. The average growth for the school year was 5.46 points.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>The number of scholars earning credit through PSEO will increase on average throughout the contract term.</p> <p>On each year of the contract, 95% of the graduates will be accepted into college or a career pathway program.</p>	<p>The baseline was 6 students from 2015-2016. In 2016-2017, a total 8 student scholars participated in PSEO for the 2016-17 SY but only 5 out of those 8 student scholars earned credit through PSEO (62.5%).</p> <p>100% of our graduates were accepted. Seventeen scholars were accepted in the following higher education institutions: Minneapolis Community and Technical College (10), Dunwoody College of Technology (2), Institute of Production and Recording (1) and Hennepin Tech (4).</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Scholars enrolled for a full semester and in regular attendance will make expected progress toward graduation as shown by credits earned. Specific Target: 2016-17: Average of at least 5.5 credits earned.</p> <p>Scholar Retention within the year: Proportion of El Colegio scholars enrolled October 1 who is retained at year’s end will be 65%, annually, excluding any students that left the state or the county.</p> <p>Graduation Rate, five-year: El Colegio’s five year graduation rate as reported by the MN Department of Education will be 35% or above each year of the charter contract.</p>	<p>Scholars earned an average of 6.2 credits Semester 1.</p> <p>Scholars earned an average of 5.6 Credits Semester 2.</p> <p>84 students enrolled as of October 1, 2016. 16 students left before the end of the school year. 81% was our final retention rate.</p> <p>14 scholars graduated in five years. 37.8 % is our final five-year graduation.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

In the summer of 2016, members of the staff development advisory committee, informed by informal meetings with parents, met several times to identify professional development needs. At least 1/3 of our students have been neglected by the educational system. Most students come here because there is a perception that EC is for credit recovery. A majority come from other high schools where and behind in credits and skills. 75% come to us below grade level and about 50% that enter the school are EL.

Graduation rates are steady. We have also increased the number of students that are persisting to graduation after entering the school "behind" in credit accumulation. The school has been doing a better job of getting students on track by earning credit towards graduation. These are positive trends and we need to continue efforts to see more success on these measures. There is a strong correlation between attendance and graduation.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*

We assess and evaluate student progress toward meeting state and local academic standards with several assessment instruments. We use the NWEA assessment in the fall to determine the grade level equivalent for our students in reading and math. The only significant sub group of students we have is EL. So we do this aggregate the data to see how our EL students are doing and make a special effort to have individual education plans that address their needs. During the school year we use the NWEA assessments to track student progress in reading and math. The key trends and findings that resulted in our program focusing on vocabulary development, academic language development, and reading comprehension strategies in math classes were based on skill analysis of our students based on NWEA and MCA data as well as teacher observations. The “math lab” courses, the training by our math teacher with other teachers on building academic language, the additional “math lab” courses, and the training on Cultural Competency all are aimed to address these needs.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

In the 2016–2017 school year we reviewed and evaluated the effectiveness of our instructional program of our curriculum and we also look very carefully at teacher capacity. In the area of instruction, we knew that we needed to focus on vocabulary development, academic language development, and reading comprehension strategies in math classes. In review of the capacity of our staff in meeting the needs of our student population, we also realized that we need more training in “cultural competency.”

We have selected research based solutions for all of these areas. Cultural competence is a system of behaviors, attitudes, and policies that enable teachers to work effectively with students in cross-cultural situations. The term includes using knowledge about individuals and groups to develop specific standards, policies, practices, and attitudes to use in appropriate cultural settings to increase every student’s educational performance. The math lab approach is a research based, active rather than passive form of academic support provided by paraprofessionals in the after school program and summer school program. Based on these trends and research, we plan to take the following steps to improve academic achievement:

- Train teachers and para professionals in the “math lab” method for providing students more individual guidance within math courses. In Mathlab, students work together with other students in the same course. Mathlab assistants help with one or two homework problems at a time, or with key examples from the text.
- Work on vocabulary development and academic language for both reading and math in our PLCs.
- All of our teachers will be trained on Cultural Competency through attending workshops and study groups at school.

Norma Garces, the Executive Director, focused her professional development last year on building community partnerships, parent engagement, and cultural competency.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

We know that a key to our success at El Colegio is to have a strong collaborative culture where the teachers and all staff work very closely with parents. So they are for we do many things to prepare can train her teachers and staff to effectively communicate with parents of our students that often work two jobs and or have difficulty communicating because of language barriers. The school brings parents together not only for typical meetings such as parent conferences such as having parents leading informal support groups that deal with special issues such as truancy and graduation credit recovery. We have grade level meetings for parents to address the specific needs of parents in the grade – especially as it relates to graduation planning and post-secondary planning. We also train our teachers to use best practices during our parent/teacher conferences.

Additionally, we have invested in chrome books so that students will have access to reading materials that are high level of interest and at their level of reading ability. We use technology regularly in our classroom instruction and understand that it is a tool that we will continue to use to help deliver engaging and language appropriate instruction.

Our staff meets regularly to look at data from NWA assessments credit attainment data and other classroom data during our professional learning community meetings and make attempts to come up with remediation plans for students that need more support.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Finding staff for our school has always been a challenge. The key is for us to find staff that meet the needs of our students that are mostly Latino and English language learners. Cultural competency is so important for us. So therefore we make partnerships with other organizations and try to communicate with other Latino organizations in the Twin Cities to get the word out when we have openings on her staff. We also recruit our staff from within the community that our students are from. 80% of our staff are Hispanic Community. It is a challenge to get more experienced teachers because of the competition of salaries. We do a national search by connecting with organizations that we are affiliated with such as The National Council La Raza. We also post jobs locally as well as national websites such as Idealist.org that are known in the Hispanic Community. We partner with the Chicano Latino Studies Department at the University of Minnesota. We also have a partnership with the urban education program at Metro State University.