



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Lionsgate Academy

Grades Served: 7 - 12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

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.

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. – N/A*
- *<http://lionsgate.academy/worlds-best-workforce/>*

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 A&I plan for participating districts) for the 2017-18 school year.*
- November 20th, 2017*

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 2017-18 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)
Marcy Joseph	Parents	N/A
Kristi Person	Career & Technical Education Teacher	
Brad Person	Small Business Community Member	
Brandy Dougherty	Administration	
Ryan Rehnstrand	Special Education	
John Villerius	Local Government Community Member	
Meta Thomas	Visual Arts Teacher	
Sara Bydzovsky	Transition Services Teacher	
Jenny Diederich	Work Based Learning WBL Coordinator	
Chad Damerow	Work Based Learning WBL Coordinator	
Dean Restorff	Manufacturing Community Member	
Ron Berger	School Finance School Administrator	
Tom Freeberg	Telecommunications Community Member	

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*

- *Who is included in the conversations to review equitable access data and when do these occur?*
 - *Lionsgate reviews data annually with the administrative staff.*
- *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?*
 - *Lionsgate uses an index system:*
 - *teachers are assigned a score based on years of teaching experience, type of license, years teaching at Lionsgate, and the teacher's overall performance score.*
 - *The combined scores of all teachers are averaged, yielding a mean quality index score and a standard deviation.*
 - *Student schedules are examined and each student receives a score based on the mean of his teachers' indices. Any student whose teacher index score falls below 1 standard deviation is flagged. If this student identifies as a student in the target group, his or her schedule is modified so that the student's teacher index schedule is within the average range.*
- *What are the root causes contributing to your gaps?*
 - *This process has not produced any gaps. The most likely explanation is due to the overall teaching experience many Lionsgate teachers. Lionsgate has very few teachers with 15 or more years of experience, thus reducing the range.*
- *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?*
 - *Our unique teacher index system.*

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *Lionsgate has discovered that competing with large districts who offer better benefits and higher salaries makes recruiting, hiring and retention difficult.*
- *What efforts are in place to increase the diversity of the teachers in the district?*
 - *Lionsgate is a welcoming and open community to all individuals. Lionsgate recruits at teacher fairs and competes for teachers from diverse backgrounds with all other schools.*

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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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 type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>This goal does not apply to Lionsgate Academy.</i>		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 type="checkbox"/> District/charter does not enroll students in kindergarten

- This goal does not apply to Lionsgate Academy.*

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>This goal does not apply to Lionsgate Academy</i>		Check one of the following:

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<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 type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

• This goal does not apply to Lionsgate Academy.

Close the Achievement Gap(s) Between Student Groups

This year, Lionsgate Academy has aligned its World’s Best Workforce goals with those of its Performance Framework Goals with the authorizer (NEO). Students with disabilities have a persistent gap in achievement as measured by the MCA and MTAS assessments. Lionsgate’s efforts to close the achievement gap targets students in special education.

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>For students receiving special education services, the school’s combined FY 2015-FY2020 proficiency rate in reading, math, and science exceeds the state and local district combined FY 2015-FY2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (37.5%) by at least 10 percentage points by FY 2020 as measured by MCA and MTAS results.</i></p>	<p><i>In 2017-2018, Lionsgate Academy students receiving special education services exceeded the local district and state proficiency rates in reading and science, but did not exceed state proficiency in math. The long-term 2015-2020 average proficiency rates exceed the state and local district in all three subjects.</i></p>	<p><i>Check one of the following:</i></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 checked="" type="checkbox"/> Goal Not Met</p>

<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <ul style="list-style-type: none"> ○ <i>A review of MCA and NWEA MAP scores were reviewed. The District Assessment Coordinator (DAC) analyzed the MAP scores to identify specific areas of need for students and will prepare to disseminate that information to teachers in the fall. As most students receive special education services at Lionsgate, we disaggregate data by students who fall more than 2 grade levels below performance and those who are within 1 year of grade level performance.</i> • <i>What strategies are in place to support this goal area?</i> <ul style="list-style-type: none"> ○ <i>Lionsgate is overhauling its testing culture to ensure that students are made aware of results, and that teachers communicate those results to special education case managers for use in developing IEP goals in subject areas.</i> • <i>How well are you implementing your strategies?</i> <ul style="list-style-type: none"> ○ <i>The addition of an instructional coach for the district will be responsible for implementing and tracking the strategies being used to support instruction, particularly in the area of mathematics.</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <ul style="list-style-type: none"> ○ <i>Lionsgate expects to see growth across all areas as measured by the MCA and MTAS assessments for 2018-2019.</i>

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><i>Sixty percent of students performing more than two grade levels below norms in reading and math will meet their individualized growth targets across the period from 2015 to 2020 as measured by the NWEA-MAP assessments.</i></p> <p><i>Sixty percent of students performing within 1 year of grade level norms (or above) in reading and math will meet their individual growth targets across the period from 2015 to 2020 as measured by the NWEA-MAP assessments.</i></p>	<p><i>For the 2017-18 school year, 30.16% of students performing more than 2 grade levels below norms met their individual growth targets in reading and 7.69% met their individual targets in math (1.5 years growth) as measured by the NWEA-MAP assessments. The 2015- present average is 15.3% in math and 27.74% in reading.</i></p> <p><i>For the 2017-18 school year, 88.52% of students performing at or above grade level met their individual growth targets in math and 74.29% met their individual growth target in reading. The 2015 to present average is 84.68% in math and 84.49% in reading.</i></p>	<p><i>Check one of the following:</i></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 checked="" type="checkbox"/> Goal Not Met</p>
<p><i>Bulleted narrative is appreciated. 200 word limit.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How are these data disaggregated by student groups?</i> <ul style="list-style-type: none"> ○ <i>Lionsgate has analyzed the learner profiles in math and reading for all students, disaggregating students who are more than 2 grade levels below norms.</i> • <i>What strategies are in place to support this goal area?</i> <ul style="list-style-type: none"> ○ <i>In the 2018-2018 school year, special attention was paid to understanding the next level of skills required for growth in reading and math for students who are significantly below grade level. Moving forward, our strategy for improving results in this goal with include targeted instruction at the student’s grade level as well as differentiated access to the general education curriculum.</i> • <i>How well are you implementing your strategies?</i> <ul style="list-style-type: none"> ○ <i>Currently, Lionsgate’s approach has been to differentiate grade level material to provide access to the general education curriculum. While this strategy has had positive effects, we believe changing our strategy to pinpoint the specific skills that are 1.5 years ahead of the point estimate of current performance will be implemented and monitored.</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <ul style="list-style-type: none"> ○ <i>The impact of grade level instruction for students who are within one year of norms in math and reading is yielding satisfactory growth. However, without specifically targeting material that may well be below grade level for students who are significantly behind, the number of students meeting growth targets falls well below national growth norms. Our approach to targeting specific goals.</i> 		

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Eighty percent or better of students who are continuously enrolled (from Sept of 10th grade or 11th grade to June of 12th grade) either graduate on time or graduate within the 7 year graduation period in the combined FY 2015-2020.</i></p>	<p><i>In the 2017-18 school year, 96% of students who were continuously enrolled (from Sept of 10th grade or 11th grade to June of 12th grade) either graduated on time or graduated within the 7 year graduation period. The combined FY 2015-2020 graduation rate is 97.37%</i></p>	<p><i>Check one of the following:</i></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 checked="" 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 are these data disaggregated by student groups?*
 - *We disaggregate students by race and participation in the F&R lunch program to ensure that there are no patterns in our data that suggest disparity by race or family income. Due to small n's, we do not publicize these data.*
- *What strategies are in place to support this goal area?*
 - *Lionsgate employs a transition process which begins in the student's junior year. During this meeting, post high school options are discussed and families are encouraged to participate in visits to transition open houses, including those that occur in their home district. The path to graduation is laid out for families and the students. Adult services representatives attend the meetings and families are strongly encouraged to discern the post senior year path early so that these decisions are not kept until the last minute.*
- *How well are you implementing your strategies?*
 - *Lionsgate continues to refine this process, adding visual supports and ensuring that templates are developed which can be tailored to each family's unique situation.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *Lionsgate has a high percentage of students who either graduate or continue with transition services and then receive their diploma.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

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?*
- *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 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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?*
- 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 additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.