



World's Best  
Workforce Report

for

Nova Classical Academy

4098-07

2016-2017

World's Best Workforce Report  
Nova Classical Academy District #4098-07  
2016-2017 School Year

## INTRODUCTION

### ***Mission Statement***

In a supportive community and through a systematic, accelerated college-preparatory education in the classical tradition, Nova Classical Academy challenges its students to develop intellect, to attain the habits of learning and mastery, and to live a virtuous life of duty and ideals.

### ***Profile***

Nova Classical Academy was started by three parents who wanted a more rigorous education for their children. The school they founded was the first public school in Minnesota to offer a classical education where the students would not only learn subjects, but virtue as well. Most importantly, Nova was created to be a school where students are taught how to think and how to apply their knowledge in different situations.

### ***Educational Philosophy***

Nova Classical Academy seeks to form young adults who possess the moral virtues (Prudence, Justice, Fortitude, and Temperance) and the intellectual virtues (Wisdom, Understanding, and Science) as articulated in the western tradition in order that they may readily take up the responsibilities of adulthood.

### ***Authorizer Information***

Authorizer: Friends of Education  
Authorizer Contact: Beth Topoluk, Executive Director  
Authorizer Address: 200 East Lake Street, Wayzata, MN  
55391 Authorizer Contact Duration: Expires June 30, 2022.

## SCHOOL ENROLLMENT

### ***Number of Students Enrolled***

Nova began in the fall of 2003 with 166 students enrolled in Kindergarten through grade 6, with two sections of Kindergarten and one section each in grades 1 through 6. By the 2016-2017 school year, Nova has 953 students in Kindergarten through grade 12 and has four sections of Kindergarten, three sections of 1–8, three sections of 9–11, and two sections in grade 12. Nova continues to have a long waiting list (849 students).

## Key Demographic Trends

Membership														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008	40	44	44	48	48	24	42	33	33	0	0	0	0	356
2009	40	44	44	48	48	48	52	51	32	0	0	0	0	407
2010	60	72	72	78	52	53	54	54	48	28	0	0	0	571
2011	60	72	72	78	78	52	54	54	53	37	21	0	0	631
2012	60	72	72	78	78	78	54	54	53	42	37	15	0	693
2013	80	78	78	78	78	78	81	81	81	50	36	32	15	846
2014	80	78	78	78	78	78	79	80	77	65	48	36	28	883
2015	80	78	77	78	79	76	80	78	78	69	52	41	32	898
2016	78	78	78	78	78	78	80	78	79	76	64	66	42	953
Projected 2017	80	78	78	78	78	78	78	78	78	76	76	64	66	986

## Student attrition

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Attrition Rate	4%	8%	9%	11%	5%	3%	9%	10%	9%

### Student Attrition Note

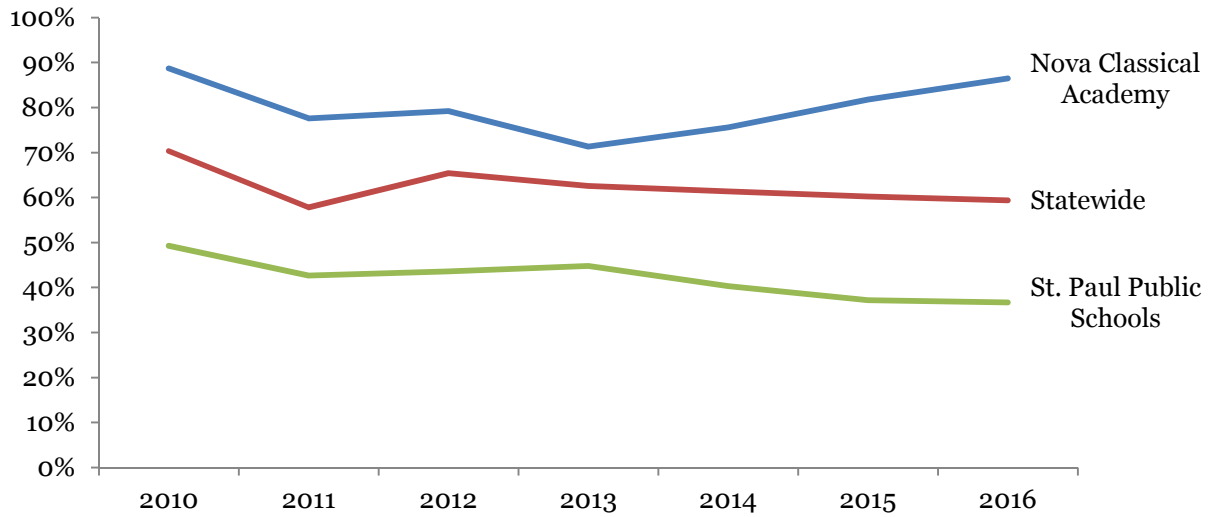
Nova Classical Academy's administration, faculty, and staff have worked with the school's Board of Directors over the past two years to enhance the Upper School's academic program. Additional AP and College in the Schools courses has contributed to less attrition in the Upper School. In the fall of 2015 Nova's Upper School was recognized by U.S News and World Report as being the top high school in Minnesota. This was due to the exceptional results in AP and ACT tests as well as college acceptance rates. In August of 2017 Nova was recognized for exceptional performance in the Minnesota Comprehensive Assessment (MCA)'s, receiving recognition from SchoolDigger as Minnesota's #2 rated school in the state. Nova was the only high school in Minnesota to be recognized for having the highest possible rating in Graduation rates, achievement, student growth and evidence of closing the achievement gap between white students and students of color. Our upper school has seen a reduction in our attrition rates. We expect this trend to continue.

## ACADEMIC PERFORMANCE

Nova Classical Academy administers the MCA examinations to all students in grades 3–8 and relevant high school students to measure math, reading, and science proficiency relative to Minnesota State Academic Standards over time.

### Figure 7a

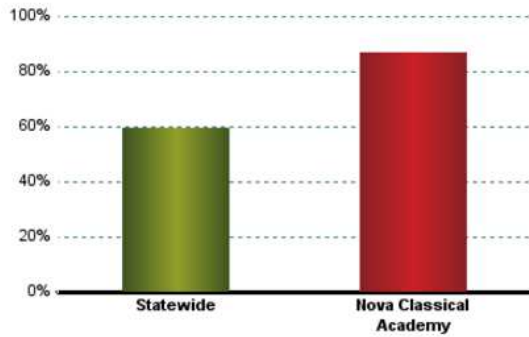
Trend in Student Math Proficiency 2010–2016 as Measured by MCA-II/III



*Math proficiency at Nova Classical Academy exceeds state proficiency averages and has since 2006.*

### Summary Proficiency

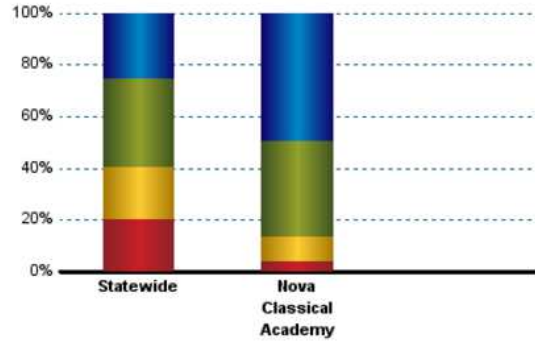
2016 Math MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	59.4%	435,130
Nova Classical Academy	86.5%	502

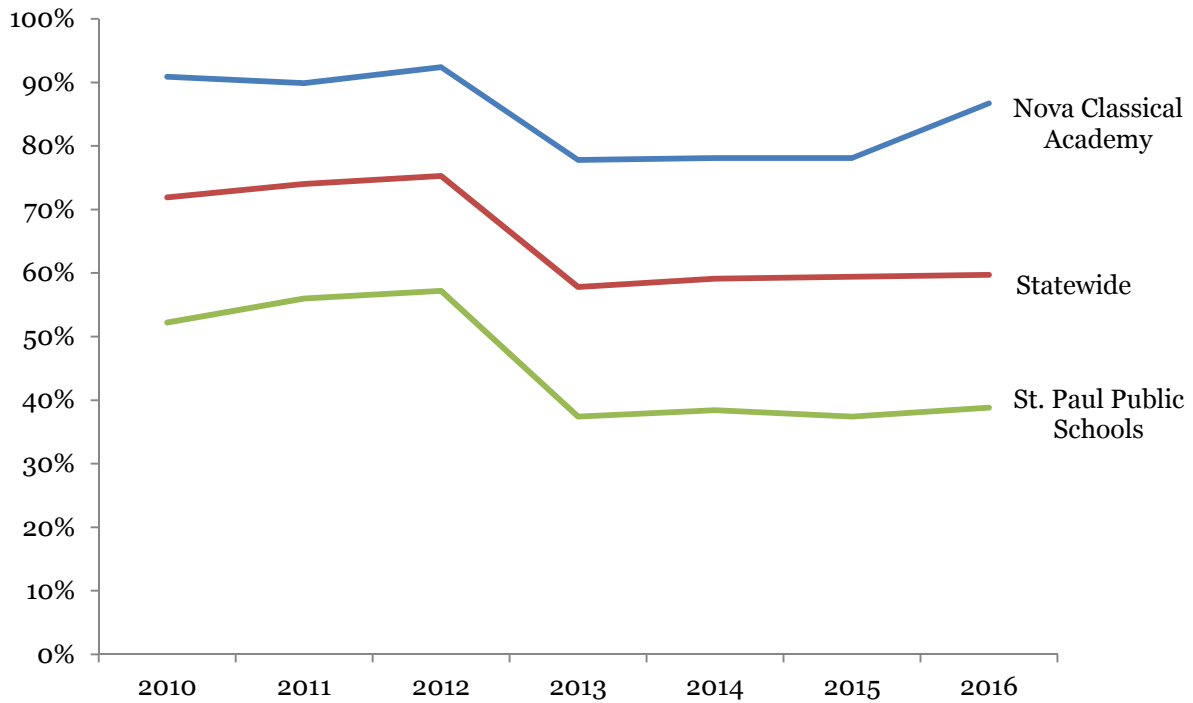
### Student Achievement Level

2016 Math MCA-III Grade All Grades



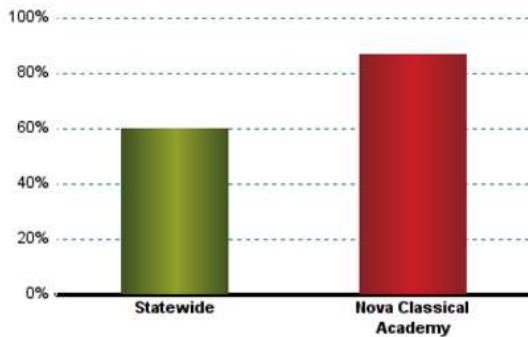
Measure	Exceeds	Meets	Partially Meets	Does Not Meet
<b>Statewide</b>				
Count	110,325	148,289	88,978	87,538
Percent	25.4%	34.1%	20.4%	20.1%
<b>Nova Classical Academy</b>				
Count	249	185	48	20
Percent	49.6%	36.9%	9.6%	4.0%

**Figure 7b**  
Trend in Student Reading Proficiency 2010–2016 as Measured by MCA-II/III



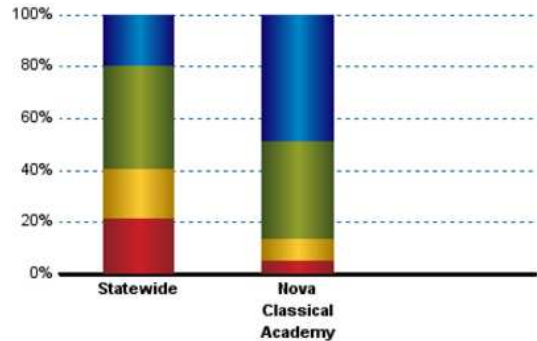
*Reading proficiency at Nova Classical Academy exceeds state proficiency averages and has since 2006.*

**Summary Proficiency**  
2016 Reading MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	59.7%	439,172
Nova Classical Academy	86.7%	528

**Student Achievement Level**  
2016 Reading MCA-III Grade All Grades

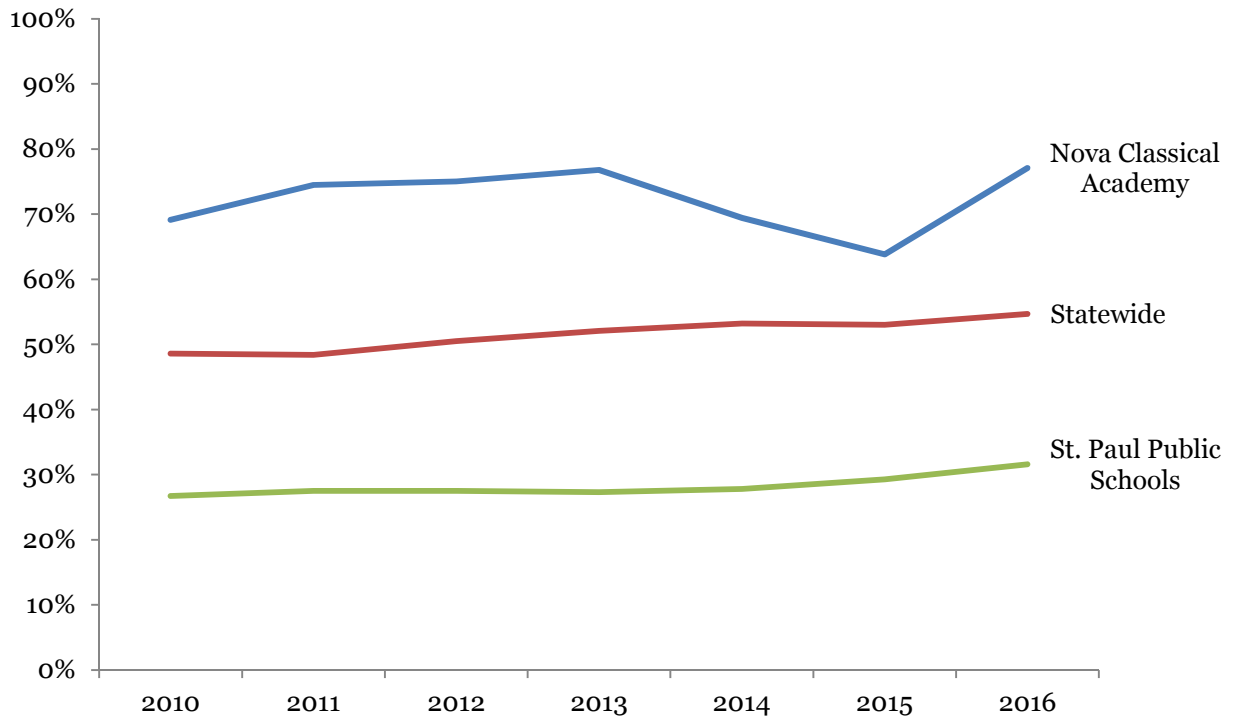


Measure	Exceeds	Meets	Partially Meets	Does Not Meet
<b>Statewide</b>				
Count	86,643	175,708	82,526	94,295
Percent	19.7%	40.0%	18.8%	21.5%
<b>Nova Classical Academy</b>				
Count	259	199	42	28
Percent	49.1%	37.7%	8.0%	5.3%

**Figure 7c**

Trend in Student Science Proficiency 2010–2016 as Measured by MCA-II/III

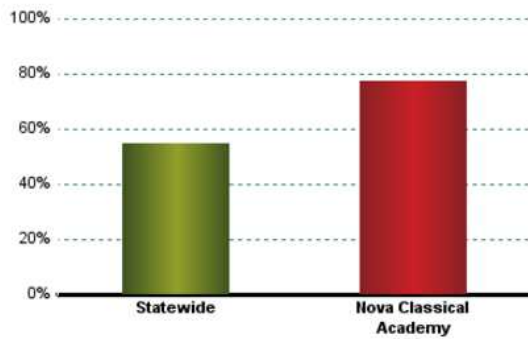
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*Science proficiency at Nova Classical Academy exceeds state proficiency averages and has since 2006.*

### Summary Proficiency

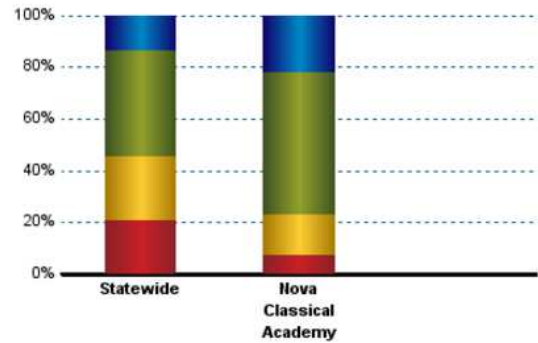
2016 Science MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
Statewide	54.7%	180,511
Nova Classical Academy	77.1%	223

### Student Achievement Level

2016 Science MCA-III Grade All Grades



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
<b>Statewide</b>				
Count	24,113	74,675	44,373	37,350
Percent	13.4%	41.4%	24.6%	20.7%
<b>Nova Classical Academy</b>				
Count	49	123	35	16
Percent	22.0%	55.2%	15.7%	7.2%

## ERB Data

Each year Nova tests and benchmarks students in grades 3–8 using the ERB test (Education Records Bureau CTP4). The test is administered twice per year: once in the autumn and once in the spring. Students test in 7–8 areas and their scores are compared against those of their peers in three groups:

1. Nation
2. Suburban schools
3. Independent schools

Data is used to track individual student growth and target grade-level program initiatives.

In 2016, Nova tested only 8<sup>th</sup> grade students using ERBs, knowing that we will be moving to ACT Aspire beginning in the 2016-17 school year.



**Grade** 8      **Test Date** 05/16      **Students** 77      **Student Roster Summary**  
**Level** 8      **Norm** Spring      **Page 3**  
**School** Nova Classical Academy

Test	Grade 25th				Grade 50th				Grade 75th			
	%ile	NN	SN	IN	%ile	NN	SN	IN	%ile	NN	SN	IN
Verbal Reasoning	370	92	66	53	383	98	84	75	403	99	96	93
Vocabulary	374	89	52	48	389	97	72	74	405	99	88	90
Reading Comprehension	361	85	47	45	369	92	66	62	385	99	92	89
Writing Mechanics	352	77	37	31	366	93	64	66	376	98	80	82
Writing Concepts & Skills	365	86	49	47	377	95	77	75	384	97	87	86
Quantitative Reasoning	364	92	41	52	378	97	57	75	387	99	69	86
Mathematics 1&2	356	92	36	51	373	98	58	76	392	99	78	91
Algebra I												
Science												

## AIMSWEB Data

Students in grades K–5 are assessed three times per year on their reading levels using the AIMSWeb test. These assessments are used internally for reading instruction group placement as well as highlighting areas for improvement for students.



# 1. Stakeholder Engagement

## 1a. Annual Report



<http://www.novaclassical.org/wp-content/uploads/2017/09/Nova-2016-2017-Annual-Report.pdf>

## 1b. Annual Public Meeting

➤ October 24, 2017

## 1c. District Advisory Committee

Aditya Bharadwaj , Community Member Angela Whited Community Member Becky Lund Teacher Brandon Foat , Teacher Brooke Tousignant Support Staff, Principal Bryan Lair Parent Claudia Hungs Parent Eric Williams Support Staff, Executive Director KC McGuire Parent Margaret McCarney Teacher Mari Bergerson Support Staff, Principal Ryan Dowhower, Parent Dianne Krizan, Parent, Sara Brown, Parent, [tadmor@aem.umn.edu](mailto:tadmor@aem.umn.edu)

# 2. Goals and Results

## 2a. All Students Ready for School

Goal	Result	Goal Status
Of the students enrolled in K by August 29 <sup>th</sup> (last day of summer) and still enrolled by October 1 <sup>st</sup> 2016-2017 school year, 90% of the student will participate in August 2016 Pre-Kindergarten conferences	All students who enrolled in grade K by October 1 <sup>st</sup> of the 2016-2017 school year, 100% of students took part in the Pre-Kindergarten readiness in August. (MET)	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)
Of the students enrolled by October 1 <sup>st</sup> of the 2016-2017 school year in Kindergarten, 95% of them will advance to 1 <sup>st</sup> grade.	Of the students enrolled by October 1 <sup>st</sup> of the 2016-2017 school year in Kindergarten, 100% advanced to 1 <sup>st</sup> grade. (MET)	<input type="checkbox"/> District/charter does not enroll students in Kindergarten

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

Nova Lower School will implement reading supports and interventions to increase proficient rates of 74.7% on the grade 3 MCA III reading scores by 1% on the April 2017 test. The reading proficiency on the 2017 test was 69.2%. The School did not meet its goal.

### Reading Well by Third Grade Plan Submission and Data Report

This report contains the information submitted to the Minnesota Department of Education by the district or charter school for the school year listed.

District Name 4098-07 Nova Classical Academy  
 School Year 2016  
 Submission Status SUBMITTED

#### Contact Information

Submitter Name Brooke Tousignant  
 Submitter Title Lower School Principal  
 Submitter E-Mail btousignant@novaclassical.org  
 Submitter Phone Number 651-209-6320 Ext. 108

#### Local Literacy Plan

Plan File Name  
 Plan Hyperlink [http://www.novaclassical.org/wp-content/uploads/2010/07/Nova-Classical-Academy\\_4098\\_07\\_Local-Literacy-Plan-FINAL.pdf](http://www.novaclassical.org/wp-content/uploads/2010/07/Nova-Classical-Academy_4098_07_Local-Literacy-Plan-FINAL.pdf)  
 Plan File Name 7986905392929889811\_2016\_Nova Classical Academy\_4098\_07\_Local Literacy Plan FINAL.pdf  
 Plan Hyperlink

### Summary Report of Local Assessments

This report contains a summary of the assessments used within the district as reported for this reporting year.

District Name Nova Classical Academy  
 Report Year 2016

#### Assessment Summary

Assessment Name	Publisher	Measures	Tiers	Purposes	Grades
Developmental Reading Assessment	DRA_Pearson	Multiple Measures	Tier 1	Progress Monitoring	1, 2, 3
Letter Sound Fluency	AIMSweb_Pearson	Letter Sound Correspondence	Tier 1	Progress Monitoring, Screening	KG
MCA	Other	Multiple Measures	Tier 1	Progress Monitoring	3
R-CBM (Oral Reading)(AIMSweb)	AIMSweb_Pearson	Oral Reading Fluency	Tier 1	Progress Monitoring, Screening	KG, 1, 2, 3

### Assessment Norms Report

This report contains the grade-level expectations for each assessment used within the district as reported for this reporting year.

District Name Nova Classical Academy  
 Report Year 2016

#### Assessment Norms

Assessment Name	Time of Year	Measures	Grade	Cut Score
Developmental Reading Assessment	SPRING	Multiple Measures (if two or more of the measures)	Grade 1	18 Reading Level
Developmental Reading Assessment	SPRING	Multiple Measures (if two or more of the measures)	Grade 2	28 Reading Level
Developmental Reading Assessment	SPRING	Multiple Measures (if two or more of the measures)	Grade 3	38 Reading Level
Source of Norms: <b>DRA Grade and month equivalents</b>				
Letter Sound Fluency	SPRING	Letter Sound Correspondence	KG	29 Sounds Correct
Source of Norms: <b>25th Percentile AIMS National Norms</b>				
MCA	SPRING	Multiple Measures (if two or more of the measures)	Grade 3	350 Scale Score
Source of Norms: <b>MDE State Standards</b>				
R-CBM (Oral Reading)(AIMSweb)	SPRING	Oral Reading Fluency	KG	6 Words Correct Per Minute
R-CBM (Oral Reading)(AIMSweb)	SPRING	Oral Reading Fluency	Grade 1	40 Words Correct Per Minute
R-CBM (Oral Reading)(AIMSweb)	SPRING	Oral Reading Fluency	Grade 2	82 Words Correct Per Minute
R-CBM (Oral Reading)(AIMSweb)	SPRING	Oral Reading Fluency	Grade 3	98 Words Correct Per Minute
Source of Norms: <b>AIMS Web National Norms - 25th Percentile</b>				

## District Student Data Report

This report contains a summary of the student data for each assessment across all schools within the district as reported for this reporting year.

District Name Nova Classical Academy  
Report Year 2016

### District Student Data by Assessment and Grade

Assessment Name	KG			Grade 1			Grade 2			Grade 3		
	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient
Developmental Reading Assessment				58	77	75.3%	69	76	90.8%	53	77	68.8%
Letter Sound Fluency	68	75	90.7%									
MCA										58	76	76.3%
R-CBM (Oral Reading)(AIMSweb)	69	75	92.0%	75	78	96.2%	70	74	94.6%	70	75	93.3%

## School Submission Summary Report

This report contains a summary of which schools have reported data for each assessment for this reporting year.

District Name Nova Classical Academy  
Report Year 2016

### School Assessments Summary

Assessment Name	School Name
Developmental Reading Assessment	Nova Classical Academy Lower School
Letter Sound Fluency	Nova Classical Academy Lower School
MCA	Nova Classical Academy Lower School
R-CBM (Oral Reading)(AIMSweb)	Nova Classical Academy Lower School

## School Student Data Report

This report contains a summary of the student data for each assessment in this school as reported for this reporting year.

School Name Nova Classical Academy Lower School  
District Name Nova Classical Academy  
Report Year 2016

### School Student Data by Assessment and Grade

Component Measurement Assessment Name	KG			Grade 1			Grade 2			Grade 3		
	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient	Students Proficient	Students Tested	Percent Proficient
<b>Letter Sound Correspondence</b>												
Letter Sound Fluency	68	75	90.7%									
<b>Multiple Measures</b>												
Developmental Reading Assessment				58	77	75.3%	69	76	90.8%	53	77	68.8%
MCA										58	76	76.3%
<b>Oral Reading Fluency</b>												
R-CBM (Oral Reading)(AIMSweb)	69	75	92.0%	75	78	96.2%	70	74	94.6%	70	75	93.3%

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

Goal	Result	Goal Status
Nova Classical Academy's School of Rhetoric will implement curriculum supports and interventions in English, Math, Science and History to support student growth and development and demonstrate college-readiness on the ACT test with 70% of students demonstrating college readiness.	School of Rhetoric students scored a composite score of 28 on the 2017 ACT test, with 63% of them demonstrating college readiness. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Check one of the following: <b>Goal Met</b> Goal Not Met Goal in Progress (only for multi-year goals)

## 2e. All Students Graduate

Goal	Result	Goal Status
The Nova Classical Academy School of Rhetoric will implement supports and interventions in House and other graduation planning supports outside of the classroom that are available at school to increase the graduation rate for the Nova Classical Academy to reach at least 90% for the class of 2017.	The 2016-2017 graduation rates of the upper school was 100%  (See Chart 4)	Check one of the following: <b>Goal Met</b> Goal Not Met Goal in Progress (only for multi-year goals) District/charter does not enroll students in grade 12

### 3. Identified Needs Based on Data

There were two areas, based off the 15-16 data, the school wanted to focus on in order to meet their goal.

- Reading Well by Third Grade: The goal was to improve the Grade 3 Reading proficiency. The goal was to improve at least 1% from the 2016 Reading proficiency of 74.7%. This goal was not met as proficiency on the 2017 test was 69.2%.
- Closing the Achievement Gap: Subgroups had proficiency gap goals in order to improve the achievement gap. A summary of those goals and results are noted below.

#### Achievement Gap Reduction by Subgroup – English Learners

English Learners - Math	Nova	State Avg	Difference	FY2021 Goal	On Track vs. Not on Track
2017	36.8	20.0			
2016	50.0	22.5			
2015	CTSTR	24.8			
2014	CTSTR	27.3			
Average	43.4	23.7	19.7	28 higher	Not On Track
<b>English Learners - Reading</b>					
2017	14.3	13.7			
2016	29.4	16.0			
2015	CTSTR	16.8			
2014	CTSTR	16.4			
Average	21.9	15.7	7.2	16 higher	Not On Track

**Comment:** In our charter contract Sub Goal 1.4 indicates that by the conclusion of FY21, the proficiency rates for English Learners, for the most recent four years will average no less than 28 points higher (Math)/16 points higher (Reading) than the state average. Currently, the School is not meeting this goal. Nova’s Academic Excellence Committee will identify and implement

measures to ensure this goal is accomplished.

### Achievement Gap Reduction by Subgroup – Special Education

Special Education - Math	Nova	State Avg	Difference	FY2021 Goal	On Track vs. Not on Track
2017	67.9	26.0			
2016	63.6	26.2			
2015	46.9	27.0			
2014	51.7	31.4			
Average	57.5	27.7	29.8	24 higher	On Track
<b>Special Education - Read</b>					
2017	61.5	26.2			
2016	77.4	26.1			
2015	53.8	25.8			
2014	51.6	28.1			
Average	61.1	26.6	34.5	34 higher	On Track

**Comment:** In our charter contract Sub Goal 1.4 indicates that by the conclusion of FY21, the proficiency rates for Special Education students, for the most recent four years will average no less than 24 points higher (Math)/34 points higher (Reading) than the state average. Currently, the School is meeting this goal.

### Achievement Gap Reduction by Subgroup – Hispanic

Hispanic - Math	Nova	State Avg	Difference	FY2021 Goal	On Track vs. Not on Track
2017	57.1	35.2			
2016	68.2	36.3			
2015	80.0	37.1			
2014	58.8	38.4			
Average	66.0	36.8	29.2	32 higher	Not On Track
<b>Hispanic - Reading</b>					
2017	54.5	37.9			
2016	66.7	37.7			
2015	64.3	36.5			
2014	78.6	35.6			
Average	66.0	37.0	29.0	35 higher	Not On Track

**Comment:** In our charter contract Sub Goal 1.4 indicates that by the conclusion of FY21, the

proficiency rates for Hispanic students, for the most recent four years will average no less than 32 points higher (Math)/35 points higher (Reading) than the state average. Currently, the School is not meeting this goal. Nova’s Academic Excellence Committee will identify and implement measures to ensure this goal is accomplished.

### Achievement Gap Reduction by Subgroup – Asian

Asian- Math	Nova	State Avg	Difference	FY2021 Goal	On Track vs. Not on Track
2017	80.5	57.0			
2016	85.2	57.2			
2015	85.2	58.0			
2014	76.0	59.0			
Average	81.7	57.8	23.9	28 higher	Not On Track
<b>Asian - Reading</b>					
2017	78.0	53.1			
2016	81.3	53.7			
2015	78.6	51.9			
2014	65.2	50.2			
Average	75.8	52.2	23.6	28 higher	Not On Track

**Comment:** In our charter contract Sub Goal 1.4 indicates that by the conclusion of FY21, the proficiency rates for Asian students, for the most recent four years will average no less than 28 points higher (Math)/28 points higher (Reading) than the state average. Currently, the School is not meeting this goal. Nova’s Academic Excellence Committee will identify and implement measures to ensure this goal is accomplished.

### Achievement Gap Reduction by Subgroup – Black/African American

Black- Math	Nova	State Avg	Difference	FY2021 Goal	On Track vs. Not on Track
2017	69.7	28.3			
2016	72.7	29.0			
2015	56.5	30.0			
2014	50.0	32.0			
Average	62.2	29.8	32.4	34 higher	Not On Track
<b>Black - Reading</b>					
2017	75.0	33.3			
2016	69.2	32.8			
2015	48.0	32.0			
2014	52.6	31.6			
Average	61.2	32.4	28.8	31 higher	Not On Track

**Comment:** In our charter contract Sub Goal 1.4 indicates that by the conclusion of FY21, the proficiency rates for Black/African American students, for the most recent four years will average no less than 34 points higher (Math)/31 points higher (Reading) than the state average. Currently, the School is not meeting this goal. Nova’s Academic Excellence Committee will identify and implement measures to ensure this goal is accomplished.

### **Achievement Gap Reduction by Subgroup – Free & Reduced Lunch**

<b>Free/Reduce Lunch - Math</b>	<b>Nova</b>	<b>State Avg</b>	<b>Difference</b>	<b>FY2021 Goal</b>	<b>On Track vs. Not on Track</b>
2017	66.7	37.9			
2016	75.9	39.0			
2015	63.8	40.2			
2014	57.1	42.2			
Average	65.9	39.8	26.1	29 higher	Not On Track
<b>Free/Reduce Lunch - Read</b>					
2017	67.7	40.2			
2016	70.3	40.2			
2015	68.3	39.8			
2014	64.5	39.5			
Average	67.7	39.9	27.8	29 higher	Not On Track

**Comment:** In our charter contract Sub Goal 1.4 indicates that by the conclusion of FY21, the proficiency rates for students that qualify for Free/Reduced Lunch, for the most recent four years will average no less than 29 points higher (Math)/29 points higher (Reading) than the state average. Currently, the School is not meeting this goal. Nova’s Academic Excellence Committee will identify and implement measures to ensure this goal is accomplished.

## **4. Systems, Strategies and Support Category**

### **4a. Students**

Students receive Title I resources and programming, full time services of a College Counselor (who provides ACT Prep, Financial Aid Information, College Application assistance, College Visit Coordination, Naviance subscription, etc.) and 504 Plans and IEPs when appropriate. Included in our programming exists ongoing student data analysis. Student academic performance is ongoing through our school RTI model.

#### ***4b. Teachers and Principals***

Teachers and principals set goals at the beginning of the year. They review this throughout the year with supervisors and peer coaches. Teachers and principals continually track data. Upper School teachers attend PLCs and set SMART goals at the beginning of the year. They analyze the data they collect for their SMART goals and district wide site goals throughout the year in divisions and PLCS. Lower School teachers meet with their principal and peer coaches to analyze data and review their SMART goals. PD and PLCs are based on student and teacher needs for that specific year. We focused on aligning our goals with student data. Teachers also discuss grade level curriculum and different instructional techniques.

Teachers and principals receive support from the Q Comp Program, evaluations aligned with the World's Best Workforce requirements, professional learning communities aligned with school site goals, effective and sustainable professional development aligned with the school's mission and performance goals. Teachers have three formal observations a year. Principals have an evaluation that is completed by the director of the school once a year.

#### ***4c. District***

Nova has implemented Q Comp, a standardized RTI Plan, Professional Learning Communities meetings, and K-12 professional development that is aligned with our district SMART Goals and classical mission. We also structure professional development around our K-12 community. This provides for a collaborative professional culture across grade levels, content areas and school wide.

### **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.



Students of low income or of a minority have equitable access to teachers and principals who can help them reach their potential. Students are placed into classes based on their academic ability, formal and standardized assessments, their performance from the previous year and the needs of their other classes in their schedules. All teachers are held to the same standards whether they are in their 3<sup>rd</sup> or 10<sup>th</sup> year of teaching. All teachers are evaluated based on a specific multi-part rubric that focuses on areas of strength and opportunities for growth.