

Annual and World's Best Work Force Report

2019-2020



Minnesota Charter School District #4227

School Board Chair, Roberta Provost

Executive Director, Kevin Fitton

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Submitted to:

Minnesota Guild

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Art & Science Academy, Minnesota School District #4227, is a public charter school in the Cambridge-Isanti area. The school's address is 903 6th Ave Ct, NE, Isanti, MN 55040. The school serves grades kindergarten through eighth.

Mission

The mission of ASA is to provide outstanding artistic and scientific programs.

Vision

ASA will provide high quality art and science integration opportunities in an innovative small school community.

Charter Authorizer

The Minnesota Guild

Vision

The vision of the Guild is to be the leading authorizer of teacher powered schools that result in multiple measures of student success through collaborative innovations in teaching and learning. The Guild advances the original vision of the chartered-school model, in which teachers are professionally organized and work to create innovative, research-based schools that rely on teacher expertise to identify and use effective teaching strategies, promote engaged student learning, create professional autonomy, and ensure effective, shared responsibility for outcomes.

The Guild vision is aligned with Minnesota Statutes §124E, Subd. 1 (5): create new professional opportunities for teachers, including the opportunity to be responsible for the learning program.

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Annual Report Elements Required by Statute

A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:

1. School enrollment
2. Student attrition
3. Governance and management
4. Finances
5. Staffing
6. Academic performance
7. Innovative practices and implementation
8. Future plans

The annual meeting date for ASA is typically the third Thursday in September unless otherwise noted online. For 2020-21, ASA is moving the annual meeting to Feb in order to have time for the audits/reports to be completed and to align board elections to a July-June schedule.

Annual report prepared by:
Kevin Fitton, Exec Director

Implementation of Primary and Additional Statutory Purposes

The **primary purpose** of Art and Science Academy is to improve pupil learning and student achievement. The school will report its implementation of this primary purpose in the following way:

The school has implemented a variety of programs over this charter cycle to improve learning for a population by incorporating an arts integration program to increase engagement and learning in the educational process.

Building developmental assets

It is important in addition to academic services, to also address the other skills students need in order to function better at school and in society. Through the implementation of skills training such as Zones of Regulation, ASA purposely addresses the improvement of developmental assets in students to further the overall educational goal.

The **additional purpose(s)** of Art and Science Academy is (are) to (check all that apply):

- Increase learning opportunities for pupils;
- Encourage the use of different and innovative teaching methods;
- Measure learning outcomes and create different and innovative forms of measuring outcomes;
- Establish new forms of accountability for schools;
- Create new professional opportunities for teachers.

The school will report its implementation of this (these) additional purpose(s) in the following way:

1) Increasing learning opportunities for pupils

Student interest in learning is as essential as student achievement. The arts are an essential component of a quality holistic education; they stimulate student interest and serve as a stage or platform for learning academics. ASA promotes an arts integration model to achieve this.

2) Encouraging the use of different and innovative teaching methods

ASA encourages teachers to explore new methods to arts integration teaching with stipends for those who seek out additional ideas and ways to connect with arts and science resources in the area.

3) Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

ASA is one of the few union-based charter schools in the state.

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Background

Art & Science Academy is a comprehensive tuition-free public elementary school offering a rigorous academic program while integrating the visual and performing arts into each and every school day.

Open to all K-8 students, Art & Science Academy is a unique learning environment where dedicated teachers inspire students to realize their potential as individuals, as students, as artists, and as members of a local and global community. Students learn in small classes, receive all necessary academic support, and participate in advanced learning opportunities during an enrichment hour at the end of each day.

Foundational Statements

1. The arts facilitate the development of critical thinking, communication and problem-solving skills. These are essential 21st century workplace skills.
2. Science is a subject that should be learned through engagement and discovery. Hands on experiments and activities supporting the concepts being learned must be a regular practice and students should experience concepts rather than simply discussing them.
3. The Art and Science Academy will provide a healthy, safe and nurturing environment where students can learn and enjoy coming to school every day. The entire community will practice caring, supportive and mutually respectful communication and behavior.
4. Student interest in learning is as essential as student achievement. The arts are an essential component of a quality holistic education; they stimulate student interest and serve as a stage or platform for learning academics.

Finances

FY20 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$4,798,129	\$126,375	\$33,300
Total Expenditures	\$4,384,709	\$104,167	\$26,516
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	\$413,419	\$22,208	\$6,784
Total Fund Balance	\$668,134	\$31,736	\$51,521
FY19 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$4,538,247	\$120,555	\$35,496
Total Expenditures	\$4,320,217	\$111,028	\$32,042
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	\$218,030	\$9,527	\$3,454
Total Fund Balance	\$245,887	\$9,527	\$44,736
FY18 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$3,998,339	\$101,854	\$37,117
Total Expenditures	\$4,007,679	105,865	\$15,110
Transfer Out	\$(4,011)	-	-
Transfer In	-	\$4,011	-
Net Income	\$(13,351)	-	\$22,007
Total Fund Balance	\$27,857	-	\$41,282

Overview

School finances are substantially influenced by enrollment and as ASA continues operations, the main focus has been to grow the fund balance which is evident through the FY2020 results as \$413,419 was added to the general fund balance. This was due to some under accruals through the year and implementing some new management oversight on spending throughout the year.

Revenues

The majority of funding for ASA came from state and federal sources. Revenues in the General Fund increased by \$219,521 from FY2019. Mainly due to the 2% increase from the State to the General Education Allowance and an enrollment increase of 6 students. The Food Service Program (Fund 02) ended with a positive surplus for the year. This surplus will be used for future growth in the program. The Community Fund (Fund 04) which is comprised of the School's before and after care program continues to build a small fund balance for future programming needs.

For FY2020, the finance committee reviewed the budget on a regular basis, as changing conditions prompted the reallocation of resources and while the final audit hasn't occurred at the time of this report, estimates have shown that the school ended up with a growing positive net income for FY2020.

Expenditures

Expenditures at ASA were driven mostly by student needs. Expenditures in the General Fund decreased by \$104,501 from FY2019. A majority of these expenditures were for salaries and benefits for staff as well as building lease and Special Education needs. Approximately 47% of expenditures were comprised of General Education salaries and benefits, 15% of costs went to pay for facilities including the lease payment and utilities, and approximately 25% of expenditures were spent on the Special Education program.

Net Income and Fund Balance

The total net income for all funds was \$452,538 for FY2020. This increased the overall Fund Balance for all funds to \$761,517, or 16.9% of total expenditures for FY2020. This is a very positive result as ASA continues to build an appropriate reserve for the future. The school anticipates a challenging FY21 year financially as covid impacts are currently unknown at this time. It is likely that there will be enrollment decreases and expenditure increases to address the new health/safety concerns. This will put pressure on the fund balances of the school.

World's Best Workforce Annual Budget

No funds were specifically allocated to implementing WBWF in the 2019-20 school year as programs related to WBWF areas were already in place in some form and so are already accounted for in the budget. We don't foresee this changing in the near future unless requirements change.

School Governance

2019-20 School Year ASA Board

Member	Position
Roberta Provost	Board Chair (Parent Member)
Linda Henning	Vice Chair (Community Member)
Curt Nelson	Treasurer (Community Member)
Nate Severson	Teacher Member
Kara Dahl	Secretary (Teacher Member)
Timery Spencer	Parent Member
Lori Kenison	Parent Member

Art and Science Academy board meetings occur on the third Thursday of each month. All meetings take place at the school. Due to COVID, since March 2020 meetings have been held online as per state guidelines regarding electronic meetings.

2019-20 Committees

Finance Committee

The members of the finance committee were Roberta Provost, Curt Nelson, and Nate Severson

Personnel Committee

The members of the personnel committee were Linda Henning, Lori Kenison, and Timery Spencer

Strategic Planning Committee

The members of the strategic planning committee were Lori Kenison and Nate Severson.

Policy Committee

The members of the policy committee were Linda Henning and Kara Dahl.

School Board Trainings

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Roberta Provost	1/1/13	10/26/13 MSBA	10/26/13 MSBA	10/26/13 MSBA
Nate Severson	10/24/19	10/15/19 MACS	10/22/19 MACS	11/19/19 MACS
Lori Kenison	10/2017	09/2018 Mackert 1/25/20 MACS	08/2018 BKDV 1/25/20 MACS	09/2018 BKDV
Linda Henning	01/2014	02/2014 Guild Mackert-Galeazzi	02/2014 Henning 06/27/2017 MACS-T.Degree	06/26/2014 BKDV
Kara Dahl	08/2017	06/27/17 Anton Group/Mackert	06/27/2017 MACS-T.Degree	06/27/2017 Anton Group
Timery Spencer	10/24/19	11/12/20 MACS	11/20/20 MACS	11/19/20 MACS
Curt Nelson	10/24/19	2/11/20 MACS	2/19/20 MACS	2/27/20 MACS

During the 2019-20 school year, the following trainings were completed by the board:

Annual Training – FY20			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Roberta Provost	10/24/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	1/16/20	SpEd/GenEd Funding, SpEd Services, Mission/Vision, and Art/Science Integration	Kevin Fitton

	2/20/20	Community Relations and Communication	Kevin Fitton
	3/19/20	MASBO Resources	Kevin Fitton
Nate Severson	10/24/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	1/16/20	SpEd/GenEd Funding, SpEd Services, Mission/Vision, and Art/Science Integration	Kevin Fitton
	2/20/20	Community Relations and Communication	Kevin Fitton
	3/19/20	MASBO Resources	Kevin Fitton
Lori Kenison	10/24/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	1/16/20	SpEd/GenEd Funding, SpEd Services, Mission/Vision, and Art/Science Integration	Kevin Fitton
	2/20/20	Community Relations and Communication	Kevin Fitton
	3/19/20	MASBO Resources	Kevin Fitton
Linda Henning	10/24/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	2/20/20	Community Relations and Communication	Kevin Fitton
	3/19/20	MASBO Resources	Kevin Fitton
Kara Dahl	10/24/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	1/16/20	SpEd/GenEd Funding, SpEd	Kevin Fitton

		Services, Mission/Vision, and Art/Science Integration	
	2/20/20	Community Relations and Communication	Kevin Fitton
	3/19/20	MASBO Resources	Kevin Fitton
Timery Spencer	10/23/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	1/16/20	SpEd/GenEd Funding, SpEd Services, Mission/Vision, and Art/Science Integration	Kevin Fitton
	2/20/20	Community Relations and Communication	Kevin Fitton
	3/19/20	MASBO Resources	Kevin Fitton
Curt Nelson	10/24/19	FERPA and OML	Kevin Fitton
	12/19/19	Cultural Competence and Board Learning Plan	Kevin Fitton
	1/16/20	SpEd/GenEd Funding, SpEd Services, Mission/Vision, and Art/Science Integration	Kevin Fitton
	2/20/20	Community Relations and Communication	Kevin Fitton

Open meetings laws are followed by posting meeting times on the school website. Minutes of past meetings are posted on the school website:
<https://www.artandscienceacademy.k12.mn.us/boardminutes>

Faculty

School Administration

The Executive Director and both Principals are currently licensed MN administrators and follow professional development plans as necessary to maintain that licensure.

2019-20
Kevin Fitton, Executive Director
Lisa Brady, Principal, Elementary
Jon Moberg, Principal, Middle
Lauri McKinnon Office Manager/MARS Coordinator

Staff

The Art and Science Academy teachers are all highly qualified according to federal highly qualified guidelines. ASA teachers are optimistic, compassionate problem-solving professionals, licensed by the state of Minnesota.

Teacher Coaching, Supervision, and Evaluation

Art & Science Academy teachers are observed informally throughout the school year by peers and administration. New teachers are observed and coached by the school administrator twice during the first year. Peer observations are strongly encouraged at least one time per year. In addition, the school administrator conducts one formal observation and evaluation.

ASA Teacher Profile <i>Licensure Compliance</i>	2018-2019	2019-20
Licensed	91%	91%
Licensed with Special Permission	9%	9%

Equitable Access to Excellent Teachers: Being a small school, an elaborate process of determining equitable access has not been necessary. However, the ASA Administrative Team does review qualifications of all teaching staff and works to ensure qualified individuals are staffed in all positions as much as is possible. Variances are only sought when no qualified candidate is available. Every effort is made to ensure students do not have a special permission teacher more than once in succession unless unavoidable. ASA encourages hiring teachers of all backgrounds, however due to the

more remote location outside of the metro area, the demographics trend heavily towards a white population.

<u>2018-19</u>	<u>2019-20</u>
Total Licensed Teacher FTE - 32	Total Licensed Teacher FTE - 32
Total Staff - 55	Total Staff - 57
<i>Ratio of Licensed Teachers and Support Staff to Students</i>	<i>Ratio of Licensed Teachers and Support Staff to Students</i>
Licensed Staff Ratio: 1:12	Licensed Staff Ratio: 1:12
Support Staff Ratio: 1:17	Support Staff Ratio: 1:17

Student Information

Demographics

	2018-19	2019-20
Total Enrollment as of October 1	381	381
Black	1.6%	0.5%
White	92%	91.4%
Hispanic/Latino	1.1%	0.8%
Asian	1.1%	0%
Native American	0%	0%
Two or More Races	4.2%	7.3%
Eligible for Free/Reduced Meals	32.7%	30.6%
English Learner	0%	0%
Receive Special Education Services	23%	22.1%

Student Attrition:

2019-20

ASA had an attrition rate of 5.15% as of 6/4/20 (pre-covid) and 19.84% as of 9/7/20 (post-covid). The majority of these were to homeschool or online programs due to covid.

Food Program

During the 2019-20 school year, ASA contracted with Lancer Foods to cater student lunches. The food service program was coordinated by Lauri McKinnon. We currently have 4 part-time staff to prepare and serve lunches to students, while monitoring students and cleaning tables after lunch.

School Goals & Progress Towards Achievement

One of the statutory purposes for charter legislation is to improve student achievement. Many of the school goals developed for ASA involve measurable benchmarks to that end.

ASA annually conducts a comprehensive needs assessment (CNA):

During the fall of 2019, Art and Science Academy teachers conducted a comprehensive needs assessment. The Art and Science Academy uses FAST reading CBM (curriculum-based measurement) reading process assessments. Other data gathered and reviewed prior to developing a targeted assistance and school wide improvement plan include MCA results from prior schools, guided reading level data, in-house teacher developed assessments and “aReading” and “aMath” (computer adaptive measure of broad reading and mathematics) assessment results. After reviewing all data collected from all grades, trends were identified, and discussed in the data meetings.

Best Practice Strategies and Action Steps

Art and Science Academy will address student achievement goals using Best Practice strategies, which include:

- Alignment between school goals and teacher/administrator training as described in this report
- Provide targeted services to qualifying students
- Provide Title I services to qualifying students
- Systematic PLC work during professional development days devoted to aligning curriculum, analyzing benchmark data, planning instruction and support sessions for students based on data trends
- Development of SMART Goals and Action Plans
- Utilizing a school-wide data review process

The Art and Science Academy uses FAST assessment (aReading and aMath) for the school comprehensive needs assessment (CNA) in the fall and for progress monitoring throughout the year (winter and spring). FAST is directly aligned to the Minnesota State Academic Standards and is accurate in determining student achievement and predicting how a student will perform on the Minnesota Comprehensive Assessment (MCA). For example, in almost every case, students who score within the “low risk” or “college prep” category of FAST assessment will also demonstrate proficiency on the MCA within the “meets the standards” and “exceeds standards” respectively.

Achievement Goals 2018-2019

***Note: School goals changed in the 2019-20 year with the renewal of a new contract with the Guild. However, covid-19 made data collection for several of the goals impossible. 2018-19 goals/data is included in this section along with a commentary for 2019-20 goals/data.**

Goal #1 - Academic Growth

For the period ending June 30, 2019, the Guild will use the MN Department of Education’s “Students on track for Success” growth measure. ASA “students on track for success” in Math and reading will exceed the statewide and Cambridge Isanti “students on track for Success” growth scores, for the same grades as served by ASA.

Art and Science Academy - Growth by Last Year’s Math Proficiency Status, All Students

Growth level	Proficient Students		Non-Proficient Students	
	Count	Percentage of Total	Count	Percentage of Total
Low	34	16.9%	23	11.4%
Medium	40	19.9%	39	19.4%
High	39	19.4%	26	12.9%

Cambridge-Isanti District - Growth by Last Year's Math Proficiency Status, All Students

Growth level	Proficient Students		Non-Proficient Students	
	Count	Percentage of Total	Count	Percentage of Total
Low	452	21.4%	222	10.5%
Medium	595	28.2%	319	15.1%
High	364	17.2%	160	7.6%

MN State Growth by 18/19 Math Proficiency Status, All Students

Year		Exceeds	Meets	Partially meets	Does not meet
2018	Count	106,240	149,280	92,010	95,116
	Percent	24.0%	33.7%	20.8%	21.5%
2019	Count	100,197	144,479	94,612	101,645
	Percent	22.7%	32.8%	21.5%	23.1%

Art and Science Academy - Growth By 18/19 Reading Proficiency Status (MDE Report Card only had ASA's 4th grade scores on the report card)

Growth level	Proficient Students		Non-Proficient Students	
	Count	Percentage of Total	Count	Percentage of Total
Low	3	7.5%	6	15.0%
Medium	11	27.5%	4	10.0%
High	8	20.0%	8	20.0%

Cambridge-Isanti District - Growth by Last Year's Reading Proficiency Status (Only 4th grade is shown to compare to ASA's 4th grade)

Growth level	Proficient Students		Non-Proficient Students	
	Count	Percentage of Total	Count	Percentage of Total
Low	36	10.2%	31	8.8%
Medium	89	25.3%	62	17.6%
High	56	15.9%	78	22.2%

MN State Growth by Last Year's Math Proficiency Status, All Students
Not available for 2019 on the MN Report Card.

Goal #2 - Math Proficiency

70% of all students assessed in grades 3-8 attending the school for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for math.

Grade 3	18/19	Grade 4	18/19	Grade 5	18/19
	72% Proficiency		67% Proficiency		62% Proficiency
Grade 6	18/19	Grade 7	18/19	Grade 8	18/19
	28% Proficiency		58% Proficiency		59% Proficiency

Goal #3 - Reading Proficiency

80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for reading.

3rd grade scored a 48% proficiency for 2018-19.

Goal #4 - Science Proficiency

70% of all students assessed in grades 5 and 8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for science.

Grade 5	18/19	Grade 8	18/19
	64% Proficiency		54% Proficiency

Goal #5 - Staff Satisfaction with Professional Development

90% of ASA staff will indicate that they are “satisfied” or “highly satisfied” with the relevance and applicability of professional development received. Assessments will be conducted biannually in November and June.

Year 2018/19: Based on the November data collected using Survey Monkey, ASA did not meet the staff satisfaction with professional development of 90% as the average was 88%.

Goal #6 - Attendance

The school will have a measurable goal of 95% average daily attendance every year.

The following chart shows attendance percentages for the 2018/19 school year through March of 2019. ASA did attain the 95% average daily attendance goal for 18/19, district average was 98%.

ESSA Identification

Under ESSA, Minnesota will be identifying schools that will receive comprehensive supports or additional targeted support beginning in the FY18-19 school year.

ASA is not a comprehensive or targeted support school.

Achievement Goals 2019-20

Goal 1 – On Track for Success

Using the North Star Academic Progress, ASA will meet/exceed the state in Achievement Level Improved in reading and math in FY21, FY22, and FY23.

Data is not available for this goal for FY20, due to cancellation of testing for Spring FY20.

Goal 2 – Math Proficiency

For all students in grades 3-8, who were consistently enrolled at ASA for two or more years, the district MCA math proficiency rate will continue to meet or exceed the state average in FY21, FY22, and FY23.

Data is not available for this goal for FY20, due to cancellation of testing for Spring FY20.

Goal 3 – Reading Proficiency

For all students in grades 3-8, who were consistently enrolled at ASA for two or more years, the district MCA reading proficiency rate will continue to meet or exceed the state average in FY21, FY22, and FY23.

Data is not available for this goal for FY20, due to cancellation of testing for Spring FY20.

Goal 4 – FAST Growth

The aggregate percentage of students in grades K-8 who meet their fall to spring FAST expected growth target will be at least 50% in FY21, FY22, and FY23.

Data is not available for this goal for FY20, due to cancellation of testing for Spring FY20.

Goal 5 – Kindergarten Growth

50% of Kindergarten students attending ASA will be considered as 'low risk/college pathway' as measured using FAST testing in the spring of each year in FY21, FY22, and FY23.

Data is not available for this goal for FY20, due to cancellation of testing for Spring FY20.

Goal 6 – School/Mission Specific

Using a school-developed assessment, at least 80% of K-8 students will score 80% or higher on their year-end arts project evaluation in FY19 and FY20. At least 75% of K-8 students will score 80% or higher on their year-end arts project evaluation in FY21, FY22, and FY23.

68% of students met goal 6. A significant portion of K-3 did not get a chance to complete the year-end goal due to Covid starting in March and several arts activities being cancelled due to emergency distance learning. Exempting those students from the count would bring the percentage to 95% of students completing goal 6.

Satisfaction Surveys

School Survey 2019-20

84% of respondents believe ASA is a good environment for students.

84% of respondents believe ASA is a safe place for students.

86% of respondents believe ASA is educationally effective for students.

**percentages only count agree and strongly agree answers, some replied with NA/Neutral/No Opinion.*

District Advisory Committee Members 19-20	Role in District
Kevin Fitton	Exec Director
Lisa Brady	Principal
Jon Moberg	Principal
Lori Kenison	Parent
Roberta Provost	Parent
Lori Haugh	Parent
Kara Dahl	Teacher
Nate Severson	Teacher
Curt Nelson	Community Member

World's Best Workforce Goals

World's Best Workforce requires all MN schools to address certain goals areas to meet the needs of the changing workforce. One of the five goals is graduation focused and don't apply to this K-8 school environment and so is not mentioned in this report.

***Note: Most of the WBWF measures are based upon testing scores which were not obtainable in 19-20 due to the state of MN calling off MCA testing because of the covid-19 outbreak.**

Goal 1: All Children Ready for School

SMART Goal: 70% of Kindergarten students attending ASA will be considered as low risk/college pathway at the spring testing as measured by the FAST testing		
Results: NA – Spring testing did not occur due to covid, data is not available.		
Goal Status	Met:	Not Met:

Goal 2: All Students in Third Grade Achieving Grade-Level Literacy

SMART Goal: 80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the MCA in reading		
Results: NA – MCA testing did not occur in 19-20 due to covid, data is not available.		
Goal Status	Met:	Not Met:

Goal 3: Close the Achievement Gap(s) Among All Groups

SMART Goal: 86% of ASA students enrolled in grades 4-6 will achieve at least one year of growth in math and reading from last year		
Results: NA – Spring testing did not occur due to covid, data is not available.		
Goal Status	Met:	Not Met:

Goal 4: All Students Career- and College-Ready by Graduation

SMART Goal: 70% of students assessed in grades 3-8 who have attended ASA for 2 consecutive years will demonstrate proficiency on the MCA for reading and math 95% of students in 8th grade will take a career interest survey 95% of 8th graders will attend a college and career exploration event.		
Results: NA – MCA testing did not occur in 19-20 due to covid, data is not available. 47% of students in 8th grade took a career interest survey. The remainder were unable due to events being cancelled by emergency distance learning during covid. The college and career exploration event was cancelled due to covid.		
Goal Status	Met:	Not Met:

Innovative Practices and Implementation

Continuous Improvement Model

Art and Science Academy will use a combination service model, which includes a push in, and pull out services to students. At times, teachers and instructional assistants will work directly with students in the classroom while pulling students (individually and in small groups) out at times to work in designated study areas. Teachers will use research-based intervention programs such as Benchmark and IXL.

Progress Monitoring

Art and Science Academy teachers will use progress-monitoring assessments through the FAST computer-based program, and other teacher developed assessments, to monitor student academic achievement and to develop lessons and strategies that address deficiencies on an ongoing basis. Student progress will be monitored at least bi-monthly to determine academic growth and to ensure students are achieving academic goals.

Innovative Teaching Methods

Art Integration:

Why do we teach and integrate the arts? Research strongly supports the notion that arts education and integration can help struggling learners better learn the topics being assessed. For example, (Fiske, 2002) found that the arts provide students with authentic learning experiences that are real and meaningful to them. Others have discovered that when the arts are integrated into academic instruction, the learning experiences can become enhanced with discovery, improving the conditions for learning. Over the past two decades, ample research has been conducted establishing direct correlations between sustained involvement in arts programs and the development of cognitive and meta-cognitive capacities or “habits of mind,” associated with high student achievement and college readiness. These capacities include focused perception, analysis, elaboration, problem solving, motivation, active engagement and critical thinking skills.

Future Plans

ASA is in the middle of implementing an Arts Integration program where the arts teachers meet regularly with the general education teachers to discuss standards and links to organic art integration. Work in this area will continue to expand along with the introduction of science integration as well.

ASA has weathered many challenges this year due to the outbreak of COVID and will continue to adapt to the fallout of those changes in successful years.

As public awareness of the Art and Science Academy increases in the community, we expect that our enrollment will continue to increase. While some continued growth is inevitable, ASA will continue to operate as a “small school” due to the many benefits

that a smaller school setting provides to students. The school will be pursuing an expansion to K-12 from its current K-8 format as soon as finances allow. Originally, the school did not put a lot of resources into marketing as the school was near its enrollment cap, however with the enrollment drop due to COVID, the school will start engaging with marketing efforts for the 2020-21 school year.

BOARD ACKNOWLEDGEMENTS AND APPROVALS

The ASA board wants to thank the various people who have been involved in the compilation of this report. It wouldn't have been possible to accomplish without a substantial amount of work hours put in by staff members who already wear a lot of hats and deserve recognition for the work they do.

This report has been compiled and approved to report out on the 2019-20 school year on November 19, 2020. The following board members attest that the report has been completed as accurately as possible and all the information known up to the date of writing this report is correct.

Roberta Provost, Board Chair



Open Seat, Vice Chair

Curt Nelson, Treasurer



Kara Dahl, Secretary




Nate Severson, Member



Open Seat, Member

Lori Kenison, Member



Kevin Fitton, Exec. Director

