Minnesota Department of Education

2014-2015 World's Best Workforce Report Summary

District or Charter Name **Art and Science Academy # 4227**
Contact Person Name and Position Carlo Galeazzi, Ed.D., School 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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

The Annual public meeting notice was posted on the school website, in a parent news - letter and on the front door of the school so that parents and community members entering the school would be informed.

- *www.asa.k12.mn.us*

Annual Public Meeting

Art and Science Academy held its annual public meeting on Friday, April 24, 2015. See attached minutes and agenda.

District Advisory Committee

[Note: 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.]

- *District Advisory Committee (PAC) is comprised of parents, teachers, support staff and community members. Students attend on occasion and are always welcome to attend. This group meets every two weeks with varying agendas. Activities conducted by this group include fundraising, holding family night events and advising.*

School Goals & Progress Towards Achievement

One of the statutory purposes for charter legislation is to improve student achievement. School goals developed for ASA involve measurable achievement and student, parent & teacher satisfaction with the program.

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
- Targeted 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

Accountability Goal #1

Math Proficiency Goal

By the end of the 2014-15 school year, the percentage of all ASA students enrolled in grades 3-5 demonstrating math proficiency, based on MCA scores will exceed those of surrounding school districts of Cambridge-Isanti ISD #911 & St. Francis ISD #15 for the same grades.

Progress to date toward expected achievement of the full goal.

Below is a chart representing student achievement on 2015 MCA math assessments. Although students in 3rd grade outperformed their peers attending surrounding school districts (Cambridge Isanti and St. Francis), grades 4 and 5 did not.

		Percent Proficient on MCA Math		
	Grade	Cambridge – Isanti District #911	St. Francis USD #15	Art and Science Academy # 4227
	3	71.1	74.5	75.0
	4	74.5	76.3	56.7
	5	72.1	72.4	36.8
School Average		72.6	74.4	**56.2**

Goal # 1 was achieved for grade 3, but ASA did not meet goal #1 for grades 4 and 5. We believe several factors influenced the results including but not limited to: teacher change mid year for grades 5 and 6, teacher inexperience, curriculum that may not be aligned completely to MN standards and difficulties with school facilities for grades 4 and 5 as both of these grades were displaced and took place in temporary spaces due to construction issues.

ASA has addressed the afore mentioned issues in several ways:

1. *Core subject specialization. ASA has adopted a middle-school model in delivering core subjects in grades 5-8. Specialist teachers in math, science social studies and language arts provide instruction that is more focus and rigorous.*
2. *Math coach. ASA has hired a part- time math instructional coach and coordinator. This position provides support and expertise to new teachers. The goal adopted by the math department is to increase student engagement in math.*
3. *Team teaching approach. ASA has adopted a team teaching approach. In addition to the regular licensed classroom teacher, the special education teacher team-teaches in the classroom each day while providing services to students with special needs. This change in staff also helps support the high number of students with disabilities currently enrolled in grades 5-7.*
4. *Additional teacher support. ASA has also assigned a second regular education teacher to the middle school math program. This teacher is licensed and highly qualified and will work with students in small groups and one to one.*
5. *Construction has been completed and all students are now in regular classrooms.*

Accountability Goal #2

Reading Proficiency Goal: the percentage of all ASA students enrolled (2014-2015 school year) in grades 3-5 demonstrating reading proficiency, based on MCA scores, will exceed those of surrounding school districts of Cambridge-Isanti ISD #911 & St. Francis ISD #15 for the same grades.

		Percent Proficient on MCA Reading		
	Grade	Cambridge – Isanti District #911	St. Francis USD #15	Art and Science Academy # 4227
	3	62.4	63.4	80
	4	62.0	57.2	63.3
	5	74.5	76.4	68.4
School Average		66.3	65.7	**70.6**

Based on the above data, ASA did meet accountability goal # 2

Accountability Goal #3

Staff Satisfaction with Professional Development Goal: 90 % of ASA staff will indicate that they are satisfied or highly satisfied with the quality and applicability of professional development received. Assessments will be conducted annually in November of 2014. Data will be available to ASA sponsors on December 1, 2014.

1. When asked to respond to the following statement, 90% of those responding agreed or strongly agreed: *"DDI workshops were helpful. Information was relevant and useful."*

2. When asked to respond to the following statement, 100% responded agree or strongly agree: *"The workshops were relevant and useful."*

Based on data gathered using Survey Monkey, ASA did meet accountability goal # 3:

For this goal, the Art and Science Academy uses a free online survey website called Survey Monkey.

Accountability Goal #4

Science Achievement Goal: The percentage of all ASA students enrolled (2014-15 school year) in grade 5 demonstrating proficiency on the Minnesota MCA for science will exceed those of surrounding student home school districts Cambridge-Isanti ISD #911 & St. Francis ISD #15.

Percent Proficient on MCA Science			
Grade	Cambridge – Isanti District #911	St. Francis USD #15	**Art and Science Academy # 4227**
5	63.9	73.4	**73.7**

Based on the above data, ASA did meet accountability goal # 4

Achievement goal #5: Attendance

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

Based on the ASA attendance average of 95.2%, ASA did meet accountability Goal #5

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.]

During the fall of 2014, Art and Science Academy teachers conducted a comprehensive needs assessment. The Art and Science Academy uses FAST reading CBM (curriculum based measurement) reading and CBM mathematics 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 a comprehensive plan was developed..

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Include the process to disaggregate data by student group.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Based on our school-wide analysis of student performance, teachers identify students in each class that are potentially "at-risk" and performing below grade level. Teachers develop plans to address deficiencies using a variety of strategies including small group and individualized instruction. The Art and Science Academy school model includes having one highly qualified teacher or instructional assistant available work with students identified as below grade level in every academic classroom.

Art and Science Academy uses a combination service model, which includes a push in, and pull out services. At times, the intervention teacher will work directly with students in the classroom while pulling students out at times to work in designated study areas. Teachers conducting intervention services are supervised and directed by an experienced lead teacher and use research-based intervention programs such as Benchmark Literacy and Words Their Way.

Intervention services (i.e. small group or individualized instruction) for students are coordinated by developing schedules, which identify specific pullout time for students receiving remedial services. Teachers ensure that designated pull out times are not scheduled during core instructional time.

Progress Monitoring

Art and Science Academy teachers use progress - monitoring assessments through the FAST and CAT computer based programs 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.

Support for Teachers and Principals

Art and Science Academy teachers and administration received ongoing professional development throughout the 2014-15 school year, primarily through PLC work and through specific workshops. For example:

- As part of the 4 day stipend workshop (8/4 - 8/7/2014) ASA teachers received in depth training on all of the components of Minnesota Dept. of Education MMR ratings results for the purpose of understanding how achievement and growth is calculated, and using data obtained from this score to drive decisions in the classroom.
- During the 4 day workshop and the full week prior to the start of the 2014-15 school year, all teachers received training on the FOSS science curriculum and program, including the use of FOSS science kits.
- The Art and Science Academy staff received a variety of training prior to the first day of school in order to: (1) become acclimated to the new environment, school mission, vision, expectations and routines; (2) to equip teachers to carry out the school's mission and vision and; (3) to help be prepared to address school goals. Formal academic and arts integration trainings were conducted by several contracted professionals outside of the agency with relevant experience while other trainings were conducted "in house," through lead teachers, the school director and in professional learning communities (PLCs).
- Other training has been conducted during teacher professional development days such as: Smart-board and LearnPad training through Tierney Brothers, curriculum development training and work in PLCs.

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
    - *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
    - *Include key indicators of progress to demonstrate evidence of implementation.*

Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.

Art and Science Academy school and program design features, which support the learning environment so that goals are attainable, include the following:

Small School- Small Classroom Model

- Small School – Our school model places a limit on how many students we will enroll in our program (260 students).
- Small Classroom - Art and Science Academy school model includes smaller classrooms. For grades 2-8, classrooms will contain no more than 22 students. Grade 1 is capped at 20 and Kindergarten at 18 students. Smaller classrooms allow teachers to focus more on individual students and address the needs of students that may need remediation or enrichment.
- Additional Support in Classrooms – All academic classrooms have highly trained instructional assistants that conduct intervention small group instruction.
- Technology – Art and Science Academy has high speed Internet throughout the building. Students regularly learn on laptop computers and LearnPads (tablets designed for educational use).
- Arts Programs – Research shows that art programs and art integration helps improve student motivation and helps develop skills deemed essential in the 21st Century Workplace. These skills

include creativity, problem solving, critical thinking and collaboration skills. Art and Science Academy students receive art instruction daily.

- Extended Day Opportunities – Enrichment classes are offered to students each trimester. These classes include the arts as well as academic support and other focused interests.
- Special Education – Art and Science Academy has a comprehensive special education program for students with special needs. In addition, a Student Assistance Team (SAT) has been developed to address the needs of individual struggling students in every classroom.

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the MDE website.

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.