

2015-2016 World's Best Workforce Report Summary

District or Charter Name: **Art and Science Academy # 4227**

Grades Served: K-8

Contact Person Name and Position: Carlo Galeazzi, Ed.D., Executive Director

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

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:
MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

2. 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.

<http://artandscienceacademy.k12.mn.us/school-performance-student-achievement/>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

3. Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.

October 27, 2016

1c. 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.]

4. Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

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.

5. Goals and Results

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

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>By the end of the 2015-16 school year, no more than 15% of Kindergarten students attending ASA will be considered as “Not meeting standards.” Students considered “not meeting standards” will be identified using the FAST aMath and aReading under the “high risk” category.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>In the fall of 2015, 21% of ASA kindergarten students were identified as “high risk.” That percentage was reduced to 12% at the end of the year.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>By the end of the 2016-17 school year 80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

Goal	Result	Goal Status
<i>MCA for reading.</i>		<input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2015-2016 school year. By the end of the second year of operation, (2015-16), the percentage of ASA students enrolled in grades 4-6 considered on-track for success as determined by the MDE growth model will be above 70%, indicating an increase from the previous (2014-15) school year.</i>	<i>Provide the result for the 2015-2016 school year that directly ties back to the established goal. Based on MMR data, ASA did meet the math goal but did not meet the reading MMR goal. We believe this is due, at least in part, to ineffective teaching methods and we believe the issue has been addressed.</i>	Check one of the following: <input checked="" type="checkbox"/> <i>Goal Met MATH</i> <input checked="" type="checkbox"/> <i>Goal Not Met READING</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>

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

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2015-2016 school year. ASA will have a measurable goal of 95% average daily attendance every year.</i>	<i>Provide the result for the 2015-2016 school year that directly ties back to the established goal. Attendance is at or above 95%</i>	Check one of the following: <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>

2e. All Students Graduate

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2015-2016 school year.</i>	<i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i>	Check one of the following: <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

6. Identified Needs Based on Data

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

- *List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

A comprehensive needs assessment took place in the fall of 2015. Assessment data is gathered using; FAST, aReading and aMath, along with teacher developed assessments. Based on the data collected, 17% of all ASA students were identified as “high risk of failure,” 20% of our students were identified as having “some risk,” of failure, (these are most likely “bubble students,” or students that may benefit from other services such as Title and Targeted Services) and 63% were identified as “low risk of failure.” Teachers and administration also reviewed and considered other data and information including; previous academic history (grades assigned by teachers), IEP goals and parent input.

7. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*

All ASA teachers have adopted PLC practices. Throughout the year, teachers meet after school or during professional development/teacher work days to analyze data, and identify students in each class that are potentially “at-risk” and performing below grade level. Teachers work in PLCs or as grade level teams to develop plans to address deficiencies using a variety of strategies including small group rotations and individualized instruction. ASA also employs a full time licensed teacher to conduct small group instruction with struggling students.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*

- *System to review and evaluate the effectiveness of:*

- *Instruction*

All ASA teachers use Benchmark Literacy Curriculum, FOSS Science and Singapore Math curriculum systematically. Teachers receive professional development on using the curriculum and meet regularly as PLCs to discuss, among other topics, best teaching practices using the curriculum. All new teachers are evaluated two times per year by a licensed principal and all teachers are given the opportunity to conduct peer observations and team teaching.

- *Curriculum*

ASA teachers also use daily five teaching strategy for both reading and math. Daily 5 allows students to be more mobile in the classroom and more engaged with the curriculum. This approach aligns with the school philosophy of creating more “hands-on “ learning experiences for students. Our philosophy is to empower teachers to make effective instructional decisions based on data collected on an ongoing basis.

- *Teacher evaluations*

ASA teachers are evaluated annually (new teachers are evaluated two times per year) using an evaluation tool designed locally to address our school goals and to meet the specific needs of our teachers. All evaluations include pre and post evaluation conferences and are used in conjunction with other data including peer evaluations, walk through observation reports, student achievement, student tracking practices.

- *Principal evaluations*

The school director is evaluated annually by the board of directors. The complete process includes a self-evaluation supported by evidence of school goal attainment. The school director’s goals include those assigned by the authorizer, student enrolment, parent satisfaction, teacher satisfaction and school growth.

4c. District

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
 - Include the district practices around high-quality instruction and rigorous curriculum which integrate:

- Technology

In addition to systematically using research backed curriculum, Art and Science Academy teachers integrate technology and other components of STEAM into the core subjects and during enrichment classes offered each trimester. ASA students use a variety of technology including chromebooks, Ipads and Learn Pads (Tierney product). Chromebooks are used for a variety of tasks including research, presentations, and robotics classes, which were added to the middle school program this year.

- Collaborative professional culture

As mentioned previously, ASA teachers meet regularly throughout the year in PLCs and grade level teams for the purpose of data analysis, collaboration, exchanging ideas and planning. Ever since the school opened in 2014, teachers have been surveyed using an online tool, (Survey Monkey) to measure satisfaction and to receive recommendations for improvement. In 2014-15, 100% of teachers agreed or strongly agreed with the statement; "Overall the professional development received was relevant and useful in my classroom." Likewise, in the spring of 2016, 100% of teachers agreed with the statement; I feel empowered to take risks, try innovative teaching approaches and I do not feel micro managed." 93% of teachers agreed with the statement "I am treated like a professional and supported so that I can teach, learn and grow as a professional."

8. 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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
 - *Limit response to 200 words.*

The Art and Science Academy opened in 2014. Initially, teachers were hired and placed according to their experience and in some cases, areas of licensure (i.e. Middle school teachers must be licensed 5-8). The second year hiring was primarily based on the needs of the school and open positions. ASA teachers loop, spending two years with the same students in order to maximize achievement and growth. In addition, many teachers teach classes open to many grade levels and any student interested in learning a particular enrichment subject. Going forward, our school administrators will use student achievement data to consider placing teachers with high achievement records in classrooms with higher concentrations of students considered at risk due to prior academic history and other factors. The expectations that we have for all teachers are the same, as outlined in this report.