



2016-17 World's Best Workforce Report Summary

District or Charter Name: Art and Science Academy #4227

Grades Served: K-8

Contact Person Name and Position: Jill Arendt- 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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this 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.

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.]

- <http://www.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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year. November 16, 2017

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.]

- Complete the list of your District Advisory Committee members for the 2016-17 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 Member	Role in District
Lori Kenison	Parent
Suzanne Johnson	Parent/Support Staff
Megan Hawkinson	Parent
Sara Henry	Parent
Kara Dahl	Teacher
Laura Rimbey	Teacher
Krista Finseth	Teacher
Therese Zadnik-Klecker	Support Staff/HR
Jill Arendt	Director

2. 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 School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>By the end of the 2016-2017 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.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>In the fall of 2016, 30% of ASA kindergarten students were identified as “high risk.” That percentage was increased to 44% at the end of the year.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p>X Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>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 MCA for reading.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>At the end of the 2016-2017 school year 71% of grade 3 students that attended ASA for two or more consecutive years were proficient on the Minnesota MCA for reading.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p>X Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>By the end of the second year of operation, (2016-2017, 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 (2015-2016) school year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Based on MMR data, ASA did not meet the math goal (67.1%) but did meet the reading (71.9%) MMR goal. We believe this is due, at least in part, to ineffective teaching methods and we believe the issue has been addressed.</p>	<p><i>Check one of the following:</i></p> <p>X Goal Met for Reading</p> <p>X Goal Not Met for Math</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>ASA will have a measurable goal of 95% average daily attendance every year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>For the 2016-2017 academic school year, the average daily attendance was 96.2%.</p>	<p><i>Check one of the following:</i></p> <p>X Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>N/A- K-8 school Only</p>	<p><i>Provide the result for the 2016-2017 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"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. 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 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

A comprehensive needs assessment took place in the fall of 2016. Assessment data is gathered using; FAST, aReading and aMath, along with teacher developed assessments. Based on the data collected, 21% of all ASA students were identified as “high risk of failure,” 7.5% 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 70% 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.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

- ***Process for assessing and evaluating student progress toward meeting state and local academic standards.***

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.

- ***Process to disaggregate data by student group.***

Art and Science Academy teachers use progress - monitoring assessments through the FAST 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.

4b. Teachers and Principals

➤ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

- *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

Art and Science Academy teachers and administration received ongoing professional development throughout the 2016-2017 school year, primarily through PLC work and through specific workshops. For example:

- As part of the 4 day stipend workshop in August 2016, 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 2016-2017 school year, all teachers received training on the guided reading and Singapore Math.
- 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.

Teachers are evaluated 1-2 times a year using the Charlotte Danielson Rubric. A pre-observation meeting takes place before the observation so the teacher can let the administrator know about the lesson. A post-observation takes place after the observation to review the teacher's notes and the evaluators notes.

The principal/ director is evaluated by the school board.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

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 22 and Kindergarten at 20 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 chromebooks 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.

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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*

Students at ASA take the FAST assessment three times a year. We use this growth data to ensure our students are showing growth in academic areas. As administrators, we also use this data as one tool to place teachers in the best place and to ensure that teachers are supported if growth is needed for them. We place a struggling teacher with a successful teacher so collaboration can take place.

- *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

We have many experienced teachers on staff. We often use their expertise for workshops and PD Days. That allows our entire teaching staff to benefit from their expertise.