DEPARTMENT OF EDUCATION

2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Art and Science Academy
Grades Served: K-8

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A and I Contact: Enter name.
   Title: Enter title.
   Phone: Enter phone number.
   Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:
   Part A: Required for all districts/charters
   Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris, (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: 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.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

> ➢ *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.*
>
> ➢ *Provide the direct website link to the A & I materials.*

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

> ➢ *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.* **10/12/17**

District Advisory Committee

WBWF Requirement: 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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Carlo Galeazzi	Executive director	

Jill Arent	Director/Principal	
Megan Hawkinson	Community member	
Sara Henry	parent	
Kara Dahl	teacher	
Laura Rimbey	teacher	
Therese Zadnik-Klecker -	HR/ admin	
Krista Finseth	teacher	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:
● An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
● An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
● An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.
  ➢ *Equitable Access to Experienced, Effective, and In-Field Teachers*
    o *Who is included in the conversations to review equitable access data and when do these occur?*
    o *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
    o *What are the root causes contributing to your gaps?*
    o *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
  ➢ *Access to Diverse Teachers*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

x☐ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

x☐ WBWF Goal **Only** ☐WBWF /A & Goal	**Result**	**Goal Status**
65% of Kindergarten students attending ASA will be considered as low risk/college	66% of Kindergarteners achieved low risk/college pathway scores at the spring testing.	*Check **one** of the following:*

		Multi-Year Goal:
pathway at the spring testing, as measured using the FAST Testing.		☐ On Track ☐ Not On Track **One-Year Goal** x☐ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in kindergarten*

- *MCA scores include all student scores, including students new to ASA this testing year.*
- *Staff has received training on effective classroom management to assist improved learning in class.*
- *New FAST testing scores are on track.*
- *Student all have access to quality teachers equally.*

All Students in Third Grade Achieving Grade-Level Literacy

x☐ WBWF Goal **Only** ☐WBWF /A & Goal	**Result**	**Goal Status**
75% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for reading.	In 2017 75 % of 3rd grade students were proficient in Reading. Preliminary 2018 indicate 79% of students in grade 3 were proficient on MCA assessment	*Check **one** of the following:* *Multi-Year Goal:* ☐ On Track ☐ Not On Track *One-Year Goal* x☐ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in grade 3*

- *Fastbridge and MCA scores are used to determine progress. Theses score are used to place students in learning groups and remedial sessions.*
- *What strategies are in place to support this goal area?*
    1. *Daily 5 instructional framework for both LA and math classes*

> 2. *Intervention groups including small group instruction with in the school day and Targeted Services after school.*
> - *How well are you implementing your strategies?*
>   1. *Staff received training on Daily 5 framework and it is being used in classrooms*
>   2. *Targeted services is held 2 days a week.*
> - *Collaborative teams meet to align curriculum and assessments*

Close the Achievement Gap(s) Between Student Groups

x☐ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
The percentage of ASA students enrolled in grades 4-6 achieving at least one year of growth in math from the previous year and achieving one-year growth in reading from the previous year will be 70%	*2017-2018* *84.8% achieved this goal in math* *87.3% achieved this goal in reading*	*Check **one** of the following:* ***Multi-Year Goal:*** x☐ On Track ☐ Not On *Track* ***One-Year Goal*** ☐*Goal Met* ☐*Goal Not Met*

- *Data collected from MCA testing was used to determine results.*
- *Data to monitor progress was FastBridge assessment.*
- *Targeted services, and Daily 5 instructional framework, ENVoY classroom management are strategies in place to increase results*
- *New Fastbridge score indicate an increase in on track readiness.*

All Students Career- and College-Ready by Graduation

x☐ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
70% of all students assessed in grades 3-8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for math and reading. ASA will have a measurable goal of 95% average daily attendance every year.	*Math Scores: 59.3 (State- 57.7)* *Reading Scores: 64.2 (State- 60.4)* *ASA has a measurable attendance of above 95%.*	*Check **one** of the following:* ***Multi-Year Goal:*** x☐ On *Track* ☐ Not *On* Track ***One-Year Goal*** x☐*Goal Met* ☐*Goal Not Met*

- *MCA data used to determine goal.*
- *Instructional Framework changed to increase student achievement.*
- Fall 2018 assessments indicate high percentage of students in 8th grade are in the low risk range on FAST.
- *Data delivered through student management system.*
- *Attendance is monitored and students with questionable attendance parents are contacted and a plan made to correct.*
- *County Truancy system is utilized if needed.*

All Students Graduate

☐ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ *On* Track ☐ Not On Track ***One-Year Goal*** ☐*Goal Met* ☐*Goal Not Met* x☐*District/charter does not enroll students in grade 12*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit.
● *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
● *What strategies are in place to support this goal area?*
● *How well are you implementing your strategies?*
● *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit. ● *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* ● *What strategies are in place to support this goal area?* ● *How well are you implementing your strategies?* ● *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.