



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: **Math and Science Academy**

Grades Served: **6-12**

Contact Person Name and Position: **Thomas Johnston, Assistant 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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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.]

- MSA's annual report can be found using this link:  
[http://www.mnmsa.org/bod/annual\\_reports?dir=%2F&file=Annual+Report+16-17.pdf](http://www.mnmsa.org/bod/annual_reports?dir=%2F&file=Annual+Report+16-17.pdf) .

#### 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.]

- A public meeting was held on February 7<sup>th</sup>, 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).

<b>District Advisory Committee Member</b>	<b>Role in District</b>
John Gawarecki	Director
Romelle Pornschloegl	Assistant Director
Emily Graveen	Counselor
Bronwen Williams	Math Teacher
Lisa Anderson	Social Studies Teacher
Maggie Burggraaff	English Teacher
Cheri Howe	Science Teacher
Hannah Kostichka	SPED Teacher
Teresa Ward	ELL Teacher
Joelle Pundsack	Parent
Noelle Haland	Parent
Rita Winchester	Parent
Tim Tydlacka	Board Chair

## 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
N/A	N/A	<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 type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input checked="" 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
N/A	N/A	<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 type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
MSA will increase its current combined level of proficiency in math from 82% to 85%.	MSA’s overall math proficiency fell from 82% to 79%.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

Goal	Result	Goal Status
MSA Will increase math proficiency for 8 <sup>th</sup> grade Asian students from 76% to 89%.	Math proficiency for 8 <sup>th</sup> grade Asian students rose from 76% to 92%.	<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</i> <i>(only for multi-year goals)</i></p>

Goal	Result	Goal Status
MSA will continue to identify, evaluate, and provide ELL services students in need.	Using monthly child find meetings, WIDA screener, and access testing, MSA was able to offer continued services to ELL students.	<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</i> <i>(only for multi-year goals)</i></p>

Goal	Result	Goal Status
MSA will keep its combined reading proficiency at 88% or higher.	MSA's combined math proficiency for the year was 88%.	<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</i> <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
The average composite ACT score of graduating seniors will be 28 or higher.	The average composite ACT score of graduating seniors was 27.6	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
100% of students who begin their senior year at MSA will meet MSA graduation standards and graduate on time.	52 of 53 MSA students graduated in 2017, or 98%.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> 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 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.]

- MCA scores
- ACT scores
- MSA graduation data
- WIDA Screening and Access testing

### 4. Systems, Strategies and Support Category

#### 4a. Students

- Monthly “child find” meetings were held where staff could collaborate and identify students who needed additional support. Staff used multiple data points to identify students, including MCA scores, current grades, attendance, and office discipline referrals.
- The district advisory committee met multiple times to review MCA data. Using the data center at [education.state.mn.us](http://education.state.mn.us), the district advisory committee reviewed data independently and as a group to determine possible achievement gaps among students.

#### 4b. Teachers and Principals

- In accordance with state law, teachers were evaluated based on their years of service at MSA. Being a charter school, MSA is not subject to teacher tenure laws. However, teachers new to MSA and those on year three of their formal observation cycle were formally observed by a licensed administrator.
- All teachers completed professional development goals.
- Formal evaluation of Assistant Directors was completed by the Director.
- Formal evaluation of the Director was completed by the Board of Directors.
- The teaching staff and parents completed surveys of both the Director and Assistant Directors.

#### 4c. District

- MSA provided in-house professional development to all teachers and staff including special education and due process training and staff and student mental health education.
- Once per month for the 2016-17 school year, two MSA teachers provided reading strategies professional development for all staff.
- MSA continued to upgrade technology completing a 1:1 ratio of lap tops for all students.
- MSA provides all staff, including administration, teachers, and education assistants with \$1000 to be used for professional education and continuing education credits throughout the year.
- MSA became a 1<sup>st</sup> year PBIS school during the 2016-17 school year.

### 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.

- Administration reviews MCA trend data annually to determine if any deficiencies can be identified.
- Administration conducts formal observations in accordance with state law to make sure teachers are meeting expectations in the classroom. Teachers found to be under performing are given formal support and coaching.
- Being that MSA is a small school, there are maximum of 4 sections of any one class. In many instances, the same teacher teaches all four sections of that class meaning that all students often have the same teacher for the same class.
- All teachers at MSA are properly licensed by the state of MN.
- MSA provides 1 to 1 mentoring for new teachers and teachers new to MSA. Veteran teachers are paired with new teachers to aid them in their success in teaching at MSA.