



2014-2015 World's Best Workforce Report Summary

District or Charter Name: Math and Science Academy
Contact Person Name and Position John Gawarecki, 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

A copy of the World's Best Work Force document for MSA can be found at the following link:

<https://www.mnmsa.org/files/9014/1894/0047/WorldsBestWorkforce.pdf>

Annual Public Meeting

MSA held its annual public meeting to communicate plans for the upcoming year on February 11th, 2015. Please see the attached agenda.

District Advisory Committee

The MSA Advisory Committee was made up of teachers, parents, teachers, and community members. A list of the members include:

<u>Name</u>	<u>Represented Area</u>
Jenn Reichl	Administration

Dan Keller	Teacher
Marci Patchett	Parent
Emilia LaCasse	Parent
PJ Flanigan	Parent
Kim Roeker	Parent
Jean Anderson	Community Member
Atte Kadoma	Student

Goals and Results

SMART Goal	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<i>Does Not Apply</i>	<i>Does Not Apply</i>
All Students in Third Grade Achieving Grade-Level Literacy	<i>Does Not Apply</i>	<i>Does Not Apply</i>
Close the Achievement Gap(s) Among All Groups	<i>MSA will increase the combined percentage of "high growth" and "medium growth" from 73.3% for 2014 to 78% in Math for 2015 as calculated in the MMR data.</i>	<p><i>MSA's 2014-2015, all students, high growth level was 41.9% and medium growth level was 44.9% for a combined total of 85.8% in the Math area.</i></p> <p><i>MSA's 2014-2015, all students, high growth level was 42.2%</i></p>

	<i>MSA will increase the combined percentage of “high growth” and “medium growth” from 80.7% for 2014 to 83% in Reading for 2015 as calculated in the MMR data.</i>	<i>and medium growth level was 40.5% for a combined total of 82.7% in the Reading area.</i>
All Students Career- and College-Ready by Graduation	<i>The average ACT score of graduating seniors will meet or exceed a composite score of 28.</i>	<i>MSA’s graduating seniors achieved an average composite ACT score of 28.8 .</i>
All Students Graduate	<i>100% of students who begin their senior year at Math and Science Academy will meet the minimum requirements to graduate on time.</i>	<i>100% of MSA students who began their senior year at MSA graduated on time.</i>

Identified Needs Based on Data

MSA utilized several sources of data to determine its identified needs. These sources included MDE MCA results, Explore, Plan, and ACT results as well as information reported to MSA in the PSAT report. We also looked at the individual component pieces of the MMR, and our attendance rate. In addition to all of these data sources, MSA also conducted child find discussions to identify specific needs of students in similar grades, especially for students who were not at a proficient level on their MCA tests. These child find meetings were conducted for building staff on a grade by grade level.

From this data, which leaned most heavily on the child study meetings, additional support for students in the area of study skills and emotional support were identified.

Systems, Strategies and Support Category

Students

MSA conducted monthly staff wide meetings which focused on the identified need areas. During these meetings students were disaggregated into grade levels due to the small student population. They were also disaggregated further into math ability groups based on their math evaluation results. During the meetings, staff reported on students that were not tracking well within the state standards in each teacher's classroom. Student attendance, classroom participation, work quality, and student performance on classroom evaluations were other factors included in the teacher's evaluation of the student's progression.

Students in their junior or senior year were individually counseled on their academic progress for that year by school staff. Academic concerns were identified during this counseling process and students were advised on courses that the individual could take to improve their attendance and performance.

Teachers and Principals

MSA has a "Director Evaluation" program in place which all teachers are involved in. The results of the program are compiled by the MSA Board of Directors Chairman and the results are reported to the school board and staff. Within this evaluation there are sections on the effectiveness of curriculum. In addition to the administrative evaluations, each subject area department completed a curriculum mapping of their state standards and reviewed their maps as a department to ensure all standards were being addressed and taught. Along with their curriculum mapping, teachers were evaluated by the administration on a scheduled basis to ensure proper classroom delivery of state standards. Teachers and administration would then meet to discuss the observations so that improved instruction would take place.

District

To enhance the district wide improvement in student achievement, MSA conducted a school-wide review of its elective offerings so that additional Advanced Placement and College In the School courses could be offered. The school revisited its graduation requirements in the area of Spanish and then clarified and identified its graduation requirements so that the rigor of the program was maintained. In addition to this, a great deal of energy and time was invested in adjusting the academic schedule so that the additional elective course could be offered. While this schedule was being adjusted, the format of it was being altered so that each student could be offered a weekly study hall. This study hall gives students the opportunity to seek out teachers for assistance during the school day. These study halls are especially important for

the students identified during the staff child find meetings because it affords the students one on one time with teachers in subject areas that are of concern.