

2014-2015 World's Best Workforce Report Summary

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

Contact Person Name and Position: **Murat Oguz**

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

[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.]

The website link is not available yet. However, it will be published on the website by the end of this week under this link:

<http://www.mmsaweb.org/board-of-directors-information/>

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.]

The annual public meeting has not been held yet. The board will determine the date during the regular Board meeting scheduled on Dec 10th, 2015.

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.]

There wasn't a District Advisory Committee for the year 2014-15.

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	MMSA does not have a pre-school program.	N/A
All Students in Third Grade Achieving Grade-Level Literacy	<p>1) The percentage of 3rd grade students enrolled in MMSA that are proficient on the MCA Reading test will increase from the baseline percentage in spring 2015 by at least: 2% in spring 2016, 7% in the spring of 2017, 8% in the spring of 2018, 10% in the spring of 2019.</p> <p>2) The percentage of 3rd grade students enrolled in MMSA who meet their RIT Growth Target on the NWEA MAP in reading from fall to spring will be 60%.</p>	<p>1) There is no trend data to establish the first goal.</p> <p>2) We didn't meet this goal as 53% of our 3rd grade students have met their growth targets.</p>
Close the Achievement Gap(s) Among All Groups	<p>1) MMSA will meet State AYP goals both in Reading and Math</p> <p>2) At least 30% of all sub-groups will be "on track" for success</p> <p>3) At least 50% of all students will make medium or high growth in MCA Reading and MCA Math.</p>	<p>1) We did NOT meet AYP goals in Reading and Math.</p> <p>2) We met this goal in the following sub-groups: English Learner – 33.9% Free and Reduced Lunch – 31.8% Asian/Pacific Islander – 42.2% However, we did not meet this goal in the following sub-group: Black, not of Hispanic origin – 26.0%</p> <p>3) 51.4% of all students made medium or high growth in MCA Reading; thus the goal is met. 48.5% of all students made medium or high growth in MCA Mathematics; thus the goal is NOT met.</p>

	2014-2015 Goals	2014-2015 Goal Results
All Students Career- and College-Ready by Graduation	MMSA will exceed the state proficiency average in math and reading for 6th grade for Free and Reduced Lunch subcategory. * MMSA is a 94% Free and Reduced Lunch school.	We met this goal in Math: Statewide – 36.6% MMSA – 36.7% We did NOT meet this goal in Reading: Statewide – 44.7% MMSA – 29.0%
All Students Graduate	MMSA does not have a high school program.	N/A

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.]

At the start of 2014-15, which was also the start of our new school, we identified that the greatest challenge we would have was the need for a structured EL program due to the high percentage of EL students.

The key data in determining this need were the home language questionnaires, students' previous state test scores (MCA and ACCESS), students' Fall NWEA scores in reading, and W-APT test scores. Our analysis of the data revealed that 66% of our entire student population were requiring EL services, with 23% being newcomers or Level I students.

Systems, Strategies and Support Category

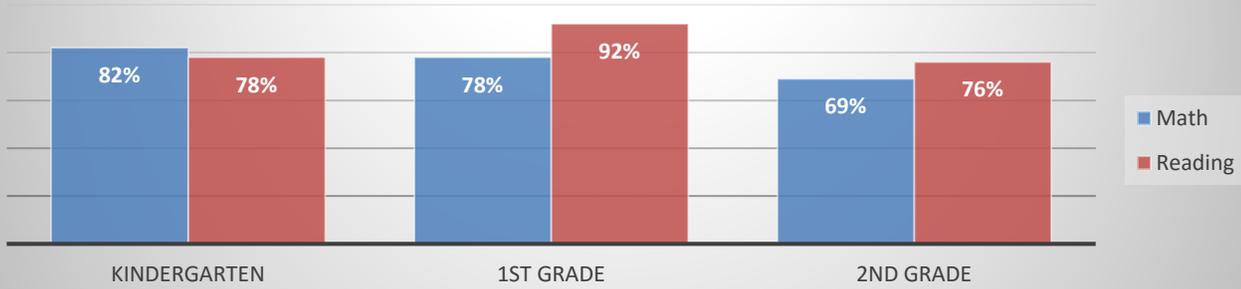
Students

The school administers NWEA tests in Fall, Winter and Spring for all students to measure student growth. Following the test administration, data analysis meetings are held with individual teachers to determine the intervention strategies.

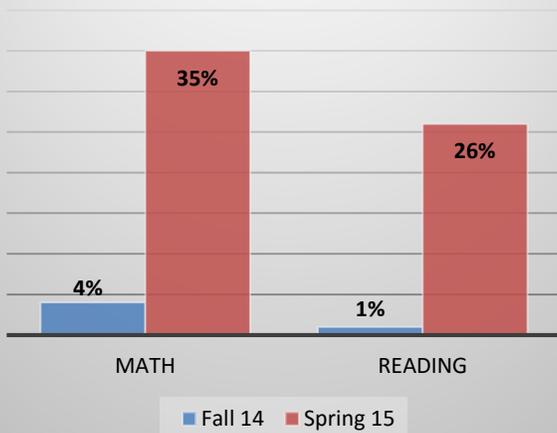
NWEA scores were uploaded to our Student Information System which provides disaggregate data by student subgroups. This enables us to see areas of improvement.

The graphs below show student progress from Fall to Spring in NWEA.

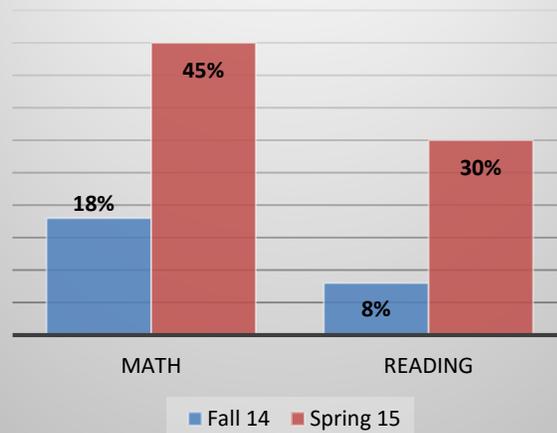
Percentage of Students Achieving End-of-year Growth Targets



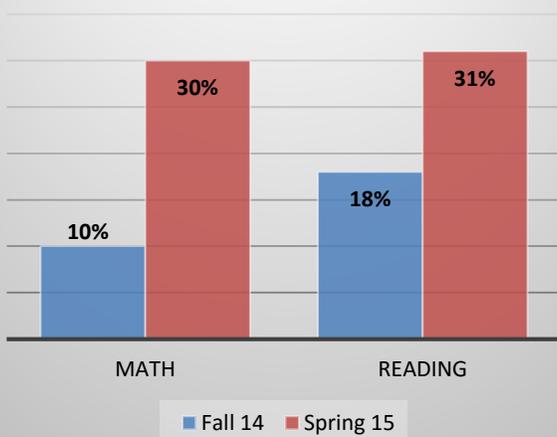
3rd Grade Proficiency Comparison



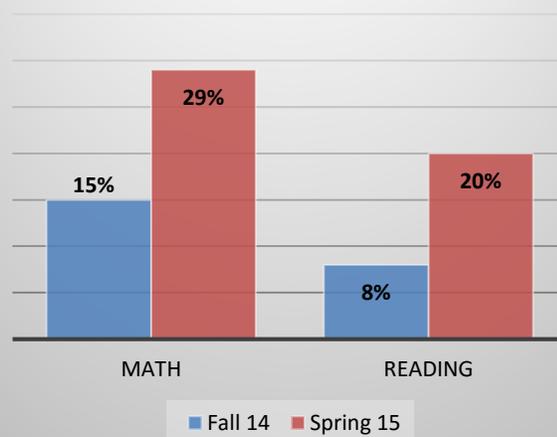
4th Grade Proficiency Comparison



5th Grade Proficiency Comparison



6th Grade Proficiency Comparison



Teachers and Principals

Throughout the year, there were multiple Professional Development opportunities provided for the teachers and administrators including areas of special needs such as EL services.

Professional learning communities provided the necessary platform to share best practices.

The Principal attended monthly regional meetings with other charter schools under Concept Schools' network. All teachers and administrators were evaluated based on the evaluation protocol created by Concept Schools and adopted by the Board. For example, a teacher's evaluation is based on:

- 50% student growth measure
- 20% formal evaluation (at least 2)
- 20% professional responsibilities evaluation (at least 2)
- 10% walkthrough evaluation (at least 2)

District

Some of the innovative practices and implementations that we utilize at MMSA are:

- **STEM Focus:** Nationally recognized, application- based programs such as Project Lead the Way and Gateway to Technology are part of the MMSA design and will be offered in 7th and 8th grades. Hands-on science classes, science fairs, math competitions, robotics and engineering programs give our students a competitive edge and help them pursue college degrees and careers in STEM.
- **Personalized Learning:** Using a multitude of data points, the performance of each student is analyzed and effective strategies are developed to ensure learning is fully mastered by all students.
- **Ongoing Assessment of Learning:** Ongoing student assessments help our teachers understand how to adjust instruction and develop specific strategies to meet the needs of their students through data meetings, conferences and dialogue.
- **Student Engagement:** MMSA offers various opportunities that keep our students involved beyond the school day and include, but are not limited to clubs, special interest groups, competition teams, sports programs, trips, cultural events, summer and winter programs, and college mentorship.
- **21st Century Skills:** MMSA is preparing students for success through technology classes, digital portfolios, community services, participation in math and science competitions, and rich extra-curricular activities.
- **Network wide Competitions:** Our students get the chance to compete with 30+ schools within Concept Schools network. These competitions include:
 - Spelling Bee
 - Writing Contest
 - Spoken Word
 - RoboCon Robotics
 - Concept Schools Science and Engineering Fair (CONSEF)
 - MathCON
 - Stem Expo
 - Art Fair

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.