



2016-17 World's Best Workforce Report Summary

District or Charter Name: Minnesota Math and Science Academy

Grades Served: K-9

Contact Person Name and Position: Murat Oguz / Executive 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.mmsaweb.org/wp-content/uploads/2018/01/MMSA-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.]

- The annual public meeting to review progress from the 2016-17 school year was held on Sept 7th, 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
Murat Oguz	Principal
Maggie Greene	Assistant Principal of Academics
Yunus Ogurlu	Assistant Principal of Academics
Cynthia Slater	Teacher
Michele Conners	Teacher
Ahmed Jama	Parent / Support staff
Ozer Asdemir	Parent / Board member

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>All Kindergarten students at MMSA will be screened in September to determine their school readiness in four areas: intellectual development, physical development, social and emotional development, and self-care. Students' specific areas of need will be identified and relevant services will be provided by the homeroom teacher, educational aide, and social worker. By the end of the 1st quarter, all students will reach the expected readiness level and by the end of the year at least 70% of the students will meet their RIT Growth Target on the NWEA MAP.</i></p>	<p><i>82.1% of all Kindergarten students met or exceeded their projected RIT growth.</i></p>	<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 (only for multi-year goals)</i></p> <p><input 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
<p><i>The percentage of 3rd grade students that are proficient on the MCA Reading test will increase from 26.2% percentage in spring 2016 to at least 27.5% in spring 2017.</i></p>	<p><i>The percentage of 3rd grade students that are proficient on the MCA Reading test increased to 20.9% in spring 2017.</i></p>	<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> <p><input 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
<p><i>The percentage of students “on track” for all sub-groups will increase from previous year’s percentage and at least 30% of all sub-groups will be “on track” for success; at least 50% of all students will make medium or high growth in MCA Reading and MCA Math.</i></p>	<p><i>The percentage of tested students who made medium or high growth in Math and Reading are 66.7% and 67.2% respectively.</i></p> <p><i>Also see below tables:</i></p>	<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 (only for multi-year goals)</i></p>

Students “on track” for success

READING	2016	2017	Growth	Above 30%
American Indian / Alaskan Native	CTSTR	CTSTR	n/a	n/a
Asian / Pacific Islander	30.8%	45.5%	✓	✓
Hispanic	CTSTR	CTSTR	n/a	n/a
Black, not of Hispanic origin	31.4%	35.2%	✓	✓
White, not of Hispanic origin	CTSTR	CTSTR	n/a	n/a
English Learner	28.7%	28.8%	✓	X

Special Education	18.2%	20.0%	✓	X
Free / Reduced Priced Lunch	32.1%	36.6%	✓	✓

* CTSTR: Count to small to report

MATH	2016	2017	Growth	Above 30%
American Indian / Alaskan Native	CTSTR	CTSTR	n/a	n/a
Asian / Pacific Islander	40.1%	54.6%	✓	✓
Hispanic	CTSTR	CTSTR	n/a	n/a
Black, not of Hispanic origin	32.6%	35.0%	✓	✓
White, not of Hispanic origin	CTSTR	CTSTR	n/a	n/a
English Learner	30.2%	28.9%	X	X
Special Education	27.3%	18.8%	X	X
Free / Reduced Priced Lunch	33.3%	35.4%	✓	✓

* CTSTR: Count to small to report

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

Goal	Result	Goal Status
<p><i>All students will learn 21st century skills (Communication, Collaboration, Creativity, and Critical Thinking) and leadership skills (Leader in Me™) by the end of 8th grade. Students will be able to:</i></p> <ul style="list-style-type: none"> <i>Articulate thoughts and ideas effectively, listen and communicate effectively;</i> <i>Demonstrate ability to work effectively and respectfully with diverse teams;</i> <i>Think creatively, work creatively with others, and implement innovation;</i> <i>Reason effectively, make judgments and decision, and solve problems.</i> <i>Behave responsibly and take accountability, set short and long term academic and non-academic goals, set priorities and exert effort accordingly, show empathy and include others, live their lives balancing health, family and school</i> 	<p><i>Through weekly advisory classes students have been taught “The Mustang Way” that includes schoolwide PBIS values, 21st century skills, and 7 leadership habits. Throughout the year students were held accountable to this code. Furthermore, we organized two college trips for our students to experience campus life. We had 70 students enrolled in our Young Scholars program that prepares students to become well-rounded individuals by actively following their interests, diversifying their experiences, and getting more education. Under the supervision of their advisers, students planned activities, monitored progress, and set goals in the following areas:</i></p> <ul style="list-style-type: none"> <i>Personal Development</i> <i>Voluntary Public Service</i> <i>Physical Fitness</i> <i>Expedition / Exploration</i> 	<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 checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
N/A	N/A	<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Goal Met</i><input type="checkbox"/> <i>Goal Not Met</i><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

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.]

At the start of 2016-17, we identified the below needs:

- *English language development and literacy improvement: Due to high ESL population (over 60%), we need to strengthen the ESL department, adopt a curriculum for English language development at all levels, and encourage daily reading and progress monitoring.*
- *Socio-emotional development and motivation: As a school in its 3rd year of operation, we are still working on building a school culture. Analyzing last year's discipline data, we decided to reduce discipline referrals by being proactive and teaching our students skills to help them manage their behaviors.*
- *Meeting targeted growth in NWEA: We met our end-year goal of 60% of students meeting or exceeding their end year RIT growth target. However, we need to continue working on increasing this percentage as our ultimate goal is help all students reach their full potential.*
- *Proficiency score improvement in MCA: We will work towards increasing our proficiency scores by at least 10% increase with respect to previous year's scores.*

4. Systems, Strategies and Support Category

4a. 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. Student growth targets, and classroom targets are communicated to students and parents.*
- *NWEA scores were uploaded to our Student Information System which provides disaggregate data by student subgroups. This enables us to see areas of improvement.*
- *Similarly, W-APT and ACCESS scores as well as past year's MCA scores (if available) were shared with all teachers so that teachers can make data-driven decisions to determine necessary interventions.*

4b. 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.*
- *The EL dept started using a new curriculum to serve students better during pull-out instruction.*
- *The EL dept incorporated Mathematics language into its curriculum.*
- *Professional learning communities such as grade level team meetings, department meetings, mentor-mentee meetings 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. A teacher's evaluation is based on 50% student growth measure and 50% performance evaluation (formal observation, classroom walkthroughs and professional responsibilities evaluation)*
- *Both the management company and the school board conducted independent evaluations for the principal.*

4c. District

- *Technology: All classrooms at MMSA have smart boards and document cameras. Teachers were trained on how to use them effectively to create interactive lessons. All curriculum is digitized and chromebook/ipad carts are available for teachers to check out. The school invested in use of online learning support programs such as IXL, Lexia, Accelerated Reader and Star Assessment, Mathletics, Reading A to Z.*
- *Collaborative professional culture: In order to foster collaboration, grade level teams were asked to meet once a week to discuss best practices. The principal met with admin team once a week, and with teacher leaders once a month to include them in the decision making. Staff were encouraged to participate in the school's innovation suggestion program.*

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.

- *MMSA has a 96% of free and reduced lunch student population and a 99% of students are students of color. Classrooms are not arranged by ability level, rather, we maintain heterogeneous grouping of our students to encourage peer support. All classrooms are taught by highly qualified licensed teachers.*
- *MMSA employs affirmative action in the hiring process. Nonetheless, finding licensed diverse teachers proves to be difficult. MMSA purposely hired instructional and non-instructional support staff from diverse backgrounds to improve students' equitable access to a safer learning environment.*
- *Assistant Principals of Academics hold data analysis meetings with teachers every quarter to analyze individual students' growth and setting individual targets.*