

2015-2016 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

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.]

- *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.*

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.]

- *June 22, 2016*

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.]

➤ *The District Advisory Committee members are:*

<u>Teachers</u>	<u>Parents/ Community Residents</u>	<u>Support Staff</u>
Rachel Dietsch	Anquinetta Phillips	Andy Pokel
Chad Ferguson	Karisa Johnson	Taqwa Dardery
Rachel Hempsey	Tamesha Gardner	Ahmisa Cuadros
Kallie Fitzloff	Toi Boy	
Ashley Denaway	Rachel Nelson	
Jenn Christenson	Sedrick West	
Will McDuffie	Terry Moore	

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 Kindergarten

Goal	Result	Goal Status
<p><i>During the fall of 2015 we found that our kindergartners were 9 points behind the national mean RIT score for NWEA Math and 6 points behind the national mean RIT score for NWEA Reading. Because of this, we chose to set the following goal:</i></p> <p><i>Prodeo Academy will establish a Pre-K program for the fall of 2016.</i></p>	<p><i>On November 1st, we enrolled 10 students into our Pre-K program.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Second Grade scholars will be Third Grade ready by scoring at or above the national average for NWEA MAP Reading and NWEA MAP Math.</i></p>	<p><i>In Math second graders outperformed the national average. In Reading second grade scholars came very close to meeting the national average.</i></p> <p><i>Prodeo MEAN RIT Math score: 194.6</i> <i>NWEA National MEAN RIT Math score: 192.1</i></p> <p><i>Prodeo MEAN RIT Reading score: 188.5</i> <i>NWEA National MEAN RIT Reading score: 189.0</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>Kindergarten and First Grade scholars will make progress towards closing the gap according to the national mean for NWEA MAP Reading and NWEA MAP Math assessments.</i></p>	<p><i>Kindergarten and First grade scholars made significant progress towards closing the gap for NWEA MAP reading and NWEA MAP math assessments. In both grades the mean scores for reading and math came within 5</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

	<p>points of the national mean scores for reading and math.</p> <p>The Prodeo Fall Kindergarten NWEA average Math RIT score was 131.5 compared to the national mean RIT score of 140. The Prodeo Spring Kindergarten NWEA average Math RIT score was 157.2 compared to the national mean RIT score of 159.1. Prodeo scholars went from a 9-point gap to a 2- point gap.</p> <p>The Prodeo Fall Kindergarten NWEA average Reading RIT score was 135.7 compared to the national mean RIT score of 141. The Prodeo Spring Kindergarten NWEA average Reading RIT score was 157 compared to the national mean RIT score of 158.1. Prodeo scholars went from a 6-point gap to a 1- point gap.</p> <p>The Prodeo Fall First Grade NWEA average Math RIT score was 157.6 compared to the national mean RIT score of 162.4. The Prodeo Spring First Grade NWEA average Math RIT score was 178.2 compared to the national mean RIT score of 180.8. Prodeo scholars went from a 5-point gap to a 2-point gap.</p> <p>The Prodeo Fall First Grade NWEA average Reading RIT score was 156.9 compared to the national mean RIT score of 160.7. The Prodeo Spring First Grade NWEA average Reading RIT score was 173.9 compared to the national mean RIT score of 177.5. Prodeo scholars went from a 5.8-point gap to a 5.6-point gap.</p>	Goal in Progress (only for multi-year goals)
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Kindergarten and First Grade scholars will make progress towards closing the gap according to the national mean for NWEA MAP Reading and NWEA MAP Math assessments.	<p>Kindergarten and First grade scholars made significant progress towards closing the gap for NWEA MAP reading and NWEA MAP math assessments. In both grades the mean scores for reading and math came within 5 points of the national mean scores for reading and math.</p> <p>The Prodeo Fall Kindergarten NWEA average Math RIT score was 131.5 compared to the national mean RIT score of 140. The Prodeo Spring Kindergarten NWEA average Math RIT score was 157.2 compared to the national mean RIT score of 159.1. Prodeo scholars went from a 9-point gap to a 2- point gap.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

	<p><i>The Prodeo Fall Kindergarten NWEA average Reading RIT score was 135.7 compared to the national mean RIT score of 141. The Prodeo Spring Kindergarten NWEA average Reading RIT score was 157 compared to the national mean RIT score of 158.1. Prodeo scholars went from a 6-point gap to a 1- point gap.</i></p> <p><i>The Prodeo Fall First Grade NWEA average Math RIT score was 157.6 compared to the national mean RIT score of 162.4. The Prodeo Spring First Grade NWEA average Math RIT score was 178.2 compared to the national mean RIT score of 180.8. Prodeo scholars went from a 5-point gap to a 2-point gap.</i></p> <p><i>The Prodeo Fall First Grade NWEA average Reading RIT score was 156.9 compared to the national mean RIT score of 160.7. The Prodeo Spring First Grade NWEA average Reading RIT score was 173.9 compared to the national mean RIT score of 177.5. Prodeo scholars went from a 5.8-point gap to a 5.6-point gap.</i></p>	
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2e. All Students Graduate

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2015-2016 school year.</i>	<i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</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 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 12</i></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.]

- *List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

We use MCA, NWEA, and STEP assessments to determine the needs of our scholars, and to inform math and reading instruction. In addition, teachers are the number one factor in student achievement, and providing exceptional instruction informed by a wide range of qualitative and quantitative data is the most critical aspect of an exceptional education.

2016-2017 Goals

MCAS Math	Proficiency rate for third graders will be above 45%. (Ultimate goal is for scholars at Prodeo for 3+ years to meet/exceed proficiency rates for white students in Minnesota.)
MCAS Reading	Proficiency rate for third graders will be above 45%. (Ultimate goal is for scholars at Prodeo for 3+ years to meet/exceed proficiency rates for white students in Minnesota.)
NWEA Math	Average spring score for students at Prodeo for 3+ years will meet/exceed national average by grade level
NWEA Reading	Average spring score for students at Prodeo for 3+ years will meet/exceed national average.
STEP Reading - Status	[70%] of kindergartners and students at Prodeo for 3+ years will be proficient. (Ultimate goal is 80%)
STEP Reading - Growth	Students in first year at Prodeo make at least 1.3 years of growth; all other students make at least 1 year of growth

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*

Assessments

Prodeo Academy uses the NWEA MAP assessment to determine Reading and Math proficiency and growth and the STEP assessment out of the University of Chicago Urban Teacher Education Program to determine reading comprehension, fluency, and proficiency. Prodeo Academy also participates in the Achievement Network assessment consortium. Achievement Network interim assessments are given four times over the course of the year to all second and third grade students. Achievement Network assessments are aligned with the Common Core State Standards. Our third grade students will take the Minnesota State Assessments.

Assessment Progress

According to the NWEA, our kindergarteners have made an average of 1.3years growth in math. Their average RIT score have beaten the national average RIT scores. A number of our students have entered kindergarten more than ten points below the national average at the beginning of the year. According to STEP over 80% of students were on grade level (achieving a STEP 3) at the end of the year. Furthermore, over 65% of students were advanced (achievement a STEP 4) by the end of the year. In all grades, we use our interim results to guide how our students are grouped and how small group instruction is designed.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*

Prodeo Academy teaches a rigorous curriculum using teaching techniques identified by Doug Lemov. During these Taxonomy Trainings – teachers practice circulation, engagement strategies, giving clear directions, engaging with students who are off-task. Ultimately, teachers and leaders are evaluated as they teach a lesson to the rest of the staff who engage in classroom behaviors, giving teachers an opportunity to practice using multiple techniques at once in a lesson.

While creating a strong school climate and culture is very important during August training, the other important focus of these two weeks is curriculum and instructional practice. Teachers focus on literacy and math instruction making sure that they are fully equipped to instruct students in these content areas. Teachers practice guided reading lessons, they look at the first few weeks of lesson plans as a team and practice them with each other, and they ask important clarifying questions about curriculum that may be new to them.

We evaluate instruction, curriculum, teachers, and principals through a system of weekly observations and coaching meetings. In those meetings we identify areas that need attention and we address those areas through: in-the-moment observations and feedback, and/or opportunities

to observe other teachers/leaders.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*

We use technology to support student learning and reduce class size. Half of our scholars spend thirty minutes on computer programs in literacy in the morning and 30 minutes in mathematics in the afternoon, while the other half of the students work with the teacher and receive tailored instruction. This use of technology allows us to provide individualized and targeted instruction that helps our students progress rapidly. In professional development at the beginning of each year, our teachers look at lesson plans as a team and practice them with each other, and they ask important clarifying questions about curriculum that may be new to them. Prodeo Academy tries to leverage all of the talent in the school in order to create a culture where teachers see one another as valuable resources. Prodeo encourages the growth of professional learning communities. For example, there is a group of teachers who meet regularly to engage in conversations about race and equity issues both in the community and at the school. Prodeo strives to be a community where professionals can grow as instructional leaders and engage in topics that they are passionate about.

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*

We aim to recruit, hire, and retain top talent, and we cultivate a competitive search process. We focus our hiring efforts on teachers with experience achieving strong results with our demographic of students, but we also include promising candidates who will improve through a teacher training/professional development program that we are developing to create capacity to source more local talent. We foster professional growth by sharing assessment outcomes among teachers for the purpose of improving instruction through collaboration and friendly competition. We also ask our teachers to film specific aspects of their teaching and present the films to their colleagues so they can receive feedback for the purpose of improving instruction. We aim to be among the highest performing schools in the country, and we engage talented teachers in a team approach to accomplishing that aim. At Prodeo Academy, 98% of our families qualify for FRL, and our top priority is to ensure that every one of our scholars has an experienced and qualified teacher. Our goal is to have 80% of our teachers come from high performing schools and/or experience achieving high results with scholars from our demographic.