



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

District or Charter Name: PiM Arts High School (formerly Main Street School of Performing Arts)

Grades Served: 9-12

Contact Person Name and Position: Cassy Schauwitzer, Director of Teaching and Learning

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.]

➤ <https://www.pimartshs.org/wp-content/uploads/2017/09/pim-arts-high-school-annual-report.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.]

➤ November 14, 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
Cassy Schauwitzer	Director of Teaching and Learning
Louisa Cadwell	Teacher Leader
Sarah Omernik	Teacher Leader
GaVae Piner	School Counselor
Brenda Tonjes	Office Manager and Parent
Ed Wilms	Board Chair and Parent
Cheryl Gunness	Parent Board Member
Ripley Peterson	Community Board Member
Kaya Davis	Student
Jonah Redding	Student
Cheron Whittley	Student

## 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> <ul style="list-style-type: none"><li><input type="checkbox"/> <i>Goal Met</i></li><li><input type="checkbox"/> <i>Goal Not Met</i></li><li><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></li><li><input checked="" type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></li></ul>

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

Goal	Result	Goal Status
N/A	N/A	<p>Check one of the following:</p> <p><input 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><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>Decrease the achievement gap in proficiency between the lowest performing subgroups (Black, non Hispanic (B) and Free and Reduced Lunch (FRL) ) and the highest performing subgroup (White (W)), as measured by the MCA reading and math tests in grades 9-12.</p> <p>Present proficiency gap as follows: Math (White- 53.4%, B-10%, FRL-27.3%); Reading (White- 70.5%, B-12.5%, FRL-21.4%).</p> <p>*Goal for 2016-2017 is as follows: Math B- 15%, FRL-30%); Reading (B-31%, FRL-30%)</p>	<p><i>Our students in our lowest performing subgroups</i> (Black, non Hispanic (B) and Free and Reduced Lunch (FRL) ) had the following proficiency percentages:</p> <p>Math: B. *1.67% FRL- 7.7% -</p> <p>Reading: B- 20% FRL- 57.2%</p> <p>*Sample size was only 12 students and not reported in public MDE reports</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p>We will increase the number of graduating students who are accepted in two or four-year college from 73.2% from 2015-2016 to 85% in 2016-2017.</p>	<p><i>89% of our 2016-2017 graduating students were accepted into a two or four year college from 73.2% in the 2015-2017.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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></p>

## 2e. All Students Graduate

Goal	Result	Goal Status
<p>MSSPA will improve the 4 year graduation rate by 2.7% points to 84% for the 16-17 school year from the 81.3% from the 15-16 school year. The goal for 15-16 was 80%.</p>	<p>The graduation rate last year was 81.4%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i>  <input checked="" type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i>  <input 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.]

- The staff, in PLCs and as a large group, review our Fall and Spring NWEA MAP data in the fall and spring to see where students are in the fall and if they grew in the spring.
- We use the fall data to identify students who will benefit from remedial courses or extra support.
- PLCs and Admin also review in the fall the previous spring's MCA data to determine the same thing and to look at the achievement gap.
- Though we have some good practices in place to address our MCA scores in both Reading and Math, such as our Introduction to Literature, Math Lab and Intro to Algebra classes, we still need to make a more concerted effort in reaching the needs of our Students of Color and students on Free and Reduced Lunch. Our data from the Closing the Achievement Gap Goal (2c) clearly indicate that more focused support is needed to address this. T
- he Director of Student Life has begun to collect data on attendance, behavior reports, discipline and grades on all of our students broken down in to sub groups, which the staff will use to further inform instruction.

### 4. Systems, Strategies and Support Category

#### 4a. Students

- We use our Fall NWEA data early in the year, combined with data from the previous year's MCAs and teacher recommendation to identify students that show they struggle in the areas of Math and Reading.
- Using this data, we recommend placement in our remedial courses designed to support this particular students.
- While looking at the data, we also examine how each of our subgroups are performing and have found that there often a correlation between lower scores and students of color and students that qualify for free and reduced lunch. Because the correlation exists, we use Title I funding to support these remedial courses.

#### 4b. Teachers and Principals

- We evaluate the effectiveness of our instruction, curriculum, teachers and principals in a variety of ways.
- Instruction, curriculum and teachers are evaluated in accordance with the Teacher Development and Evaluation statute, which has been in place since 2014-2015 school year, which is outlined in our plan.
- Instruction, curriculum and teachers are also informally evaluated through course surveys completed by students and school surveys completed by parents.
- Curriculum in Math, Reading and Science are also evaluated by using the MCA benchmark data provided.
- The Board of Directors conducts a review and evaluation of the Executive Director by soliciting feedback via survey done by staff and board members.

#### 4c. District

- PiM Arts High School requires students acquire 56 credits to graduate. Within those credits, students earn eight or more in Language Arts and Social Studies. Students earn six or more in Mathematics and Science. To earn an Arts Endorsement- students earn 15 or more credits in their major. We offer two AP courses in each Academic area, and an AP Music Theory class.
- In accordance with the Teacher Evaluation and Development Statute, all teachers write 2 thoughtful Student Learning Goals to measure what students are learning in their classrooms based on based on The Science of Learning, Deans for Impact) *How do students understand new ideas? How do students learn and retain new information? How do students solve problems? How does student-learning transfer to new situations? What motivates students to learn?*
- All teachers participate in departmental PLCs and meet 3 times a month to collaborate on curriculum development and refinement.
- Technology is integrated in each of our classrooms in a variety of ways:
  - Classes use Google Classroom to ensure materials are available to all students
  - We have two mobile computer labs, one Mac Lab, and another chrome book lab in development to ensure that students have sufficient access to technology for research, class assignments and technology integration.

### 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.

- As a 9-12 charter school that only employs 32 staff members and each department having at most 2 or 3 teachers, the best process we have to ensure equitable distribution of experienced and qualified teachers is to have a rigorous hiring process and hire licensed, qualified and experienced teachers.
- All students will experience every academic teacher in their high school career. To ensure that all of our teachers maintain their experienced and qualified status, they participate in our Teacher Development and Evaluation plan and QComp.