



## 2017-18 Combined WBFW Summary and Achievement and Integration Progress Report

District or Charter Name: PiM Arts High School

Grades Served: 9-12

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBFW Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBFW portion of the 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.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** 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.

**A & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- <https://www.pimartshs.org/wp-content/uploads/2018/12/PiM-17-18-WBWF-and-AI-Summary-Report-2018.pdf>

### Annual Public Meeting

**WBWF Requirement:** 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.

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- November 13, 2018

### District Advisory Committee

**WBWF Requirement:** 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 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

<b>District Advisory Committee Members</b>	<b>Role in District</b>	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b>
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	
Aubrie Bomchill	Student	
Olivia Frauendienst	Student	
Madison Karas	Student	

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

*Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*  
The Executive Director and the Director of Teaching and Learning are the primary hiring team and effort in hiring the most qualified person for the position we are hiring for. When our Business Manager gather teacher data for the year for the STARS report, she shares our staffing data with the team, and then we assess our team of teachers in areas of licensure and note percentage of staff that fall into each category keeping an eye toward our inexperienced and ineffective teachers.
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*  
In the 2017-2018 school year, we had total of 28 full and part time teachers. Of those, 7 are classified as inexperienced, 2 had community expert licenses, 2 had limited licenses and 2 had one-year temporary licenses due to not successfully passing all MTLE tests. There is some overlap with inexperienced teachers and teachers not fully licensed (5).
- *What are the root causes contributing to your gaps?* There are two main reasons for our gaps. The first is that we are small charter with staffing very dependent on student population. Because of this, we need to hire many part time employees and part time status is not desirable for highly effective and qualified teachers in search of full time positions. Part time teachers also do not receive health benefits, which also makes the positions undesirable for highly effective teachers. Another reason for this gap is that as an arts school, some of our courses can only be taught by highly specialized teachers, usually people who are not licensed in education fields.
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?* In an effort to make our positions more desirable for effective teachers, we try to get them to benefit status by offering sections of PLATO course supervision or other duties as assigned. We cannot do this for every teacher and this has worked for only a handful of teachers. We also effort in solidifying staffing numbers as early as we can in the spring to post as early as we can in a variety of places. 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.

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*  
Because we are a small, charter school, it is relatively easy to assess how our teacher population does or does not represent our student population. Last year our student of color population was 29% and our teacher of color population was 7%. While we effort to fill our open positions with a diverse staff, we are finding that we are not getting applicants that are people of color that are representative of our student body.
- *What efforts are in place to increase the diversity of the teachers in the district?*  
When we do post for a position, we post in a variety of places (EdPost, Teacher Preparation Colleges and Universities, our website) in efforts to reach a large population of diverse applicants.

## **Local Reporting of Teacher Equity Data**

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

- District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## **Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools**

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

- My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## **Goals and Results**

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

## All Students Ready for School

<input type="checkbox"/> WBF Goal Only <input type="checkbox"/> WBF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>N/A</p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>N/A</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p>On Track Not On Track</p> <p><b>One-Year Goal</b></p> <p>Goal Met Goal Not Met</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

## All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBF Goal Only <input type="checkbox"/> WBF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>N/A</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>N/A</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p>On Track Not On Track</p>

<input type="checkbox"/> WBF Goal Only <input type="checkbox"/> WBF /A & I Goal	Result	Goal Status
<input type="checkbox"/> <input type="checkbox"/>		<p><b>One-Year Goal</b></p> <p><i>Goal Met</i></p> <p><i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 3</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

## Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBF Goal Only <input type="checkbox"/> WBF /A & I Goal	Result	Goal Status
<p>Decrease the achievement gap in proficiency between the lowest performing subgroups (all students of color SOC including Black, non-hispanic, Asian, Hispanic, Pacific Islander, Native American) 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. Present proficiency gap in 2017-2018 as follows: Math (White-43.1%, SOC-11%, FRL-7.7%); Reading (White-76.0%, SOC-35.7%, FRL-57.2%).</p> <p>*Goal for 2017-2018 is as follows: Math SOC- 27%, FRL-26%); Reading (SOC-55%, FRL-66%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Our students in our lowest performing subgroups (all students of color SOC including Black, non-hispanic, Asian, Hispanic, Pacific Islander, Native American) and Free and Reduced Lunch (FRL) had the following proficiency percentages:</i></p> <p><b>Math:</b> White- 32% (down from 43%) POC-16% (up from 11%, but does not meet goal of 27%, 18 total students) FRL- 0% (does not meet goal of 26%, 7 total students)</p> <p><b>Reading:</b> White-77% (up from 76%) SOC 46% (up from 35.7% but does not meet goal of 55%, 15 total students) FRL-46.7 (does not meet goal of 66%, 15 total students)</p>	<p><b>Check one of the following:</b></p> <p><b>Multi-Year Goal:</b> On Track Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

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 also look at trends of areas of proficiency and areas in need of support.

We use the fall data from district NWEA Map testing 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 areas for curricular improvement and student support, and to look at the achievement gap.

Reports can be disaggregated by student groups and that information is provided to PLCs for data analysis. While looking at the data, we 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.

- *What strategies are in place to support this goal area?*

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 Math 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 clearly indicate that more focused support is needed to address this.

We have all incoming freshman complete a Math Placement test to ensure they are enrolled in the appropriate level math course upon coming to PiM.

The Director of Student Life continues 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.

In the 2017-2018 school year, we began an inclusion model and have Special Education teachers in most of our English and Math courses.

Prior to testing every year, students participate in MCA "bootcamp" for a three days to familiarize themselves with test structure, content and types of questions. It serves not to teach the content of the tests, but to alleviate anxiety by exposing students to sample test questions.

- *How well are you implementing your strategies?*

We continue to offer support classes for students who struggle in Math and Reading.

We are continuing our efforts in our co-teaching inclusion model and have increased the number of classes that have a special education teacher in them.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Our Spring 2018 NWEA data suggests that the inclusion model is providing benefits to student learning as Math scores increased at a higher rate for those who were in a co-taught class. We hope to see an increase in our MCA test scores in three years.

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBF Goal Only <input type="checkbox"/> WBF /A & I Goal	Result	Goal Status
We will increase the number of graduating students who are accepted in two or four-year college from 89% from 2016-2017 to 95% in 2017-2018. <input type="checkbox"/> <input type="checkbox"/>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The number of students who were accepted in two or four-year college was 91.5%, which is up from 89% but does not meet the goal of 95%.</p> <p>(In 2016, 67% of students were identified as college going.)</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>On Track Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

Looking at our graduating class, our volunteer college and counselor and our school counselor intern provided a survey to our senior class to determine acceptance into two or four-year colleges. Students self-report acceptance. Of our 71 graduates, 23% were students of color, and of those 72% were accepted into a two to four-year post-secondary program.

- *What strategies are in place to support this goal area?*

Every year, our volunteer college and career counselor and our school counselor host several college events for our students including: college application day, college fairs, bringing in college representatives, declare your college day, various senior meetings with and without parents, timely classroom visits, bringing in guests to speak about college options, financial aid night

Additionally, we participate in Ramp-Up to Readiness™ is a college preparedness program designed to help Minnesota middle and high school students succeed at the next level--whether they choose a four-year college or university, or a technical or community college.

All juniors are given the opportunity to take the PSAT and ACT college entrance exams at school. FRL students are waived from the fees.

- *How well are you implementing your strategies?*

Ramp-Up to Readiness is in its third year and is done every Wednesday throughout the school year in every grade level.

The college and career counselor and school counselor continue to create specialized senior events for college access and information with high turnout and participation.

- *How do you know whether it is or is not helping you make progress toward your goal?*

We are seeing more and more students actually applying for two or four-year colleges on college application day, increasing the likelihood they will get accepted.

High percentages of juniors are taking advantage of the college entrance exams being offered in the school.

## All Students Graduate

<input checked="" type="checkbox"/> WBF Goal Only <input type="checkbox"/> WBF /A & I Goal	Result	Goal Status
PiM Arts High School will improve the 4 year graduation rate by 3% points to 84.4% for the 17-18 school year from the 81.4% from the 16-17 school year. The goal for 16-17 was 81.3%.  <input type="checkbox"/> <input type="checkbox"/>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>We have not yet received our 4 year graduation data for the 17-18 school year.</p> <p>The most current data is that our 4 year graduate rate for the class of 2017 was 86.2% which suggests we are increasing our percentage rates of 4 year graduation and our numbers were inaccurate when writing our goal. This will be remedied in our 18-19 plan.</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

Because we are a charter high school, it becomes hard to track our 4 year graduation rate in house as we have a somewhat mobile student population with students transferring in or out of our school. This makes it extremely difficult to track all of our students and we rely on the data provided by the state, which is usually a year behind.

- *What strategies are in place to support this goal area?*

Ramp Up to Readiness embedded into Advisories

There are many opportunities provided by our school counselor and our college and career counselor (events created by grade level) to promote graduation.

We gather information on students failing courses for two consecutive weeks. Homeroom advisors conduct a meeting with teaching team, admin rep, student, and parent to write an Academic Plan for Success which may include shared interventions. Homeroom advisors do weekly grade checks with students and facilitate student work and academic practice.

Students in performance productions are held to minimum grade requirements for participation. Each production team works with an academic advisor who facilitates student work with teachers, so that each student is staying on track academically.

Every February, students complete credit check worksheets and create/edit four-year plans as part of the course registration process which increases student knowledge on their own progress toward graduation. The school counselor meets with every senior in August prior to the school year to make sure they are registered for all required courses for graduation and are set up for success.

Our child study team meets weekly to discuss identified students who are struggling to best determine interventions and whether or not they will be recommended for Special Education evaluations and supports.

- *How well are you implementing your strategies?*

All of these strategies are consistently being offered every year. Ramp Up to Readiness occurs weekly and the annual (by grade) events and activities hosted and set up by school counselor and volunteer college and career counselor. Academic Success Plan meetings are occurring at a high percentage with

- *How do you know whether it is or is not helping you make progress toward your goal?*

Our numbers suggest that the amount of our graduating students is increasing and survey results suggest that students are aware of their progress toward graduation because of the advisory credit checks and four-year planning, and meetings with the school or college and career counselor.

Students report feeling supported by the Academic Success Plan meetings and we have found that they are enacting plans that increase their likelihood of passing all of their courses to stay on track for graduation.

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

*Bulleted narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.