

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Rochester STEM Academy ISD# 4204-07

Grades Served: 9 - 12

Contact Person Name and Position: Bryan Rossi, Ph.D., 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 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.]

- <http://www.rochesterstemacademy.org>

1b. Annual Public Meeting

Academic Progress is addressed at all Board Meetings and all Parent Meetings. The Annual Meeting addressing academic goals and accountability is held in January each year.

- *School Board Meeting November 16, 2016*
- *Parent Meeting December 2, 2016*
- *This is done at each Board meeting looking at current progress compared to previous year's progress. At the January 18, 2017 Board meeting, we will make a public presentation of the 2015-2016 Academic Progress Report, the 2015-2016 Annual Report, the 2015-2016 Audit and the 2015-2016 World's Best Work Force Summary Report and subsequent plans for school improvement.*
- *Parent Meetings are held the first Wednesday of each month where we discuss topics with parents, students, and staff that include Title I, Special Education, Academic Progress, PSEO, technology and other items of interest that stakeholders have. Last year, meetings were held on October 7, 2015, November 4, 2015, December 2, 2015, January 6, 2016, February 3, 2016, March 2, 2016, April 13, 2016, and May 4, 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.]

Member	Status
Bryan Rossi	Director
Abdul Hassam	Parent/Support Staff
Zachary Jones	Teacher/Board Member
Said Samatar	Parent
Dahabo Farah	Parent
Ikhlas Abdi	Student (10 th grade PSEO)
Sahra Hussein	Student (11 th grade PSEO)
Awale Nur	Student (12 th grade PSEO)

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 – N/A

2b. All Students in Third Grade Achieving Grade-Level Literacy – N/A

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

Goal	Result	Goal Status
Reading Proficiency will exceed local district and State results for like population groups. We think our school exceeds 6.3% or even higher. (Black/African American, Free and Reduced Lunch, English Learner, Enrolled October 1)*	<i>Rochester STEM Academy CTSTR</i> <i>Minnesota statewide 5.6%</i> <i>Rochester Public Schools 4.8%.</i>	Check one of the following: <input checked="" type="checkbox"/> Goal Met
Reading Proficiency will exceed local district and State results for like population groups. We think our school exceeds 6.3% or even higher. (Black/African American, Enrolled October 1)	<i>Rochester STEM Academy 23.5%</i> <i>Minnesota statewide 38.2%</i> <i>Rochester Public Schools 25.4%.</i>	<input checked="" type="checkbox"/> Goal Not Met
*Somali is the primary language spoken in all of our students homes.		

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

Goal	Result	Goal Status
All Students will complete RSA Career and College Readiness Curriculum.	All Students completed RSA Career and College Readiness Curriculum..	Check one of the following: <input checked="" type="checkbox"/> Goal Met

2e. All Students Graduate

Goal	Result	Goal Status
<i>Rochester STEM Academy's graduation rate will exceed the statewide graduations rate and the graduation rate of Rochester Public Schools.</i>	<i>Rochester STEM Academy 94.4%</i> <i>Minnesota statewide 81.9%</i> <i>Rochester Public Schools 81.7%</i>	Check one of the following: <input checked="" type="checkbox"/> Goal Met

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.]

Date	Tools	Data	Action
Fall 2015	Google Drive	Staff Meeting Agenda	Weekly records
Spring 2016	NWEA	Fall Spring data	Implement DesCartes
Spring 2016	MCA	Review past data	Examine Individuals
Year-long ELL Needs	Tools Rosetts Stone?	Review past data	Examine Individuals
Fall 2015	Explore Personal Plan	iSeek (MNSCU)	Create an RSA PLP
Fall 2015	Flesch Kincaid	Grade Level Writing	Weekly writing
Fall 2015	Accuplacer Practice	English and Math	All grades practice
Fall 2015	All assessments	English skills	Set individual goals
Winter 2016	NWEA	Reading Math Science	Add winter testing
Spring 2016	MCA	Review past data	Examine Individuals
Winter/Spring 2016	Accuplacer	Grades/Practice Tests	Schedule Testing
Winter/Spring 2016	ACT	Grades/Practice Tests	Schedule Testing
Fall 2016	Reflection	Student Achievement	Plan Do Study Act

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.*
 - *Student groups are taken into account with the NWEA testing and the fact that currently we are 100% Free and Reduced Lunch and 99% Somali.*
 - *Key indicators of progress to demonstrate evidence of implementation.*
 - *We had 2 PSEO students in 2014-2015.*
 - *We had 7 PSEO students in 2014-2015*
 - *We had 17 PSEO students in 2015-2016*
 - *We have 11 PSEO students starting in Fall of 2016 (29 total by second semester 2016-2017 is anticipated.)*
 - *District focus areas for the 2015-2016 school year continue to prepare students to be successful in English and math to the extent that they pass a college entrance exam before graduation and, if possible, take at least one college course on the college campus.*
 - *We use JMC student management system and our own Personal Learning Plan to set goals and track progress in math, English, college and career readiness, and Service-Learning.*

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.
 - System to review and evaluate the effectiveness of:
 - Instruction
 - Student Focused
 - Brain Based Instructional Practices
 - Emphasis on Real-World, Hands-on, demonstration of understanding
 - Curriculum
 - Minnesota Standards Based (Core Curriculum)
 - Emphasis on Mastery
 - Show what you know (Fake it 'til you make it)
 - Formative and summative assessments
 - Teacher evaluations
 - Three evaluations per year
 - Include PD360 video taping of lessons and Peer Review
 - Focus on student work and student progress
 - Edviate Professional Development Program for required and elective trainings.
 - Principal evaluations
 - In 2015-2016 Dr. Rossi participated in the Principal Leadership Survey conducted by the MDE. This involved gathering information primarily from teachers.

4c. District

- Focus areas for the 2015-2016 school year.
 - High quality Instruction and student achievement as evidenced in Strategy 2018 preparing all students for college
 - Technology – streamline and improve network; move 90% of student work to Google classroom and Google Drive
 - Collaborative professional culture – Weekly All-Staff meetings; weekly licensed staff meetings with an agenda that includes, but is not limited to:
 1. Check In:
 2. Student of the Week
 3. Communication – News/Media/Announcements – Oh yeah, I forgot to tell you
 4. Advisory – writing
 5. ELL
 6. Technology – What's working, what's not
 7. Child Find (Discussion of student behaviors/interventions/referrals)
 8. Staff Development
 9. Other:

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 are a school with 107 students and 8 licensed teachers so this issue does not apply. This team is exemplary as demonstrated by the table below which represents how many junior and seniors took the ACCUPLACER at RCTC, passed the ACCUPLACER, and enrolled at RCTC in the fall of 2016.*

	PSEO Students at RCTC Fall 2016									% Juniors and Seniors in PSEO
	Full Time			Part Time			Total			
	M	F	Total	M	F	Total	M	F	Total	
Byron	6	4	10	0	3	3	6	7	13	5.0%
Chatfield	2	5	7	1	4	5	3	9	12	9.1%
Dover Eyota	5	10	15	1	9	10	6	19	25	12.5%
Rochester Public Schools	24	44	68	34	85	119	58	129	187	7.6%
St Charles	0	4	4	0	2	2	0	6	6	4.2%
Rochester STEM Academy	0	4	4	2	6	8	2	10	12	38.2%
Stewartville	7	6	13	8	9	17	15	15	30	11.0%