

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name: Discovery Public School of Faribault \_\_\_\_\_  
Contact Person Name and Position: Dan Weisser / Assistant 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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### 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.]

The website link to the district's WBWF annual report is [www.isd4081.org](http://www.isd4081.org).

#### 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 date of the school board annual public meeting to review progress in the 2014-2015 school year was 6/18/2015.

#### 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 is made up of Jim Severson (Executive Director), Dan Weisser (Assistant Director), Dirk Wells (Teacher/Board Member)

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	<b>NA</b>	<b>NA</b>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<b>NA</b>	<b>NA</b>
<b>Close the Achievement Gap(s) Among All Groups</b>	<p>Annually, 60% of all students in grades 6-12 that have both a fall and spring score will meet their expected growth as measured by the Reading NWEA Map Test.</p> <p>From 2014 to 2016, 40% of all students in grades 6-12 that have both a fall and spring score will meet their expected growth as measured by the Math NWEA Map Test.</p>	<p>In 2015 42% of students in grades 6-12 enrolled October 1 made their expected growth on NWEA Reading Test from the fall testing window to the spring testing window.</p> <p>In 2015 39% of students in grades 6-12 enrolled October 1 made their expected growth on NWEA Math Test from the fall testing window to the spring testing window. School missed their goal by 1%.</p>
<b>All Students Career- and College-Ready by Graduation</b>	Annually, 50% of all 12th graders enrolled by October 1 will score a 60 (out of 100) on the school-developed rubric for their Life Plan project.	In 2015 75% of students enrolled on October 1 <sup>st</sup> scored at least a 60 out of 100 on the school-developed rubric for their Life Plan project.
<b>All Students Graduate</b>	60% of students in grades 9-12 enrolled October 1, who are behind academically, will make satisfactory progress towards graduation. (Satisfactory progress will be measured by taking a full course	In 2015 64% of students in grades 10-12 who came in behind academically and finished the year with Discovery made satisfactory progress towards graduation. (9/14)

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	load, and not failing any classes.)	

### **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.]

One academic problem that the school faces is in relation to attendance. Attendance has an effect on all areas of academic performance and is correlated to behavior. The school has been trying to improve these areas with the help of staff, parents, and community members.

There are many other instructional challenges that the school faces. One problem with many of the students that come in behind academically is keeping them motivated. Many students come to school because they have to come to school. Discovery routinely gets students who enroll that are failing all classes and have truancy issues.

Another instructional goal that the school faces is similar, but in the area of testing. Discovery School struggles with getting students to score proficiently on both the NWEA and MCA tests. A big part of the struggle is getting students who are behind or have an “I hate school” attitude to try hard on tests. For students who score low it is sometimes very frustrating for them, and it seems to make them hate taking tests.

### **Systems, Strategies and Support Category**

#### **Students**

Many of the high school students that come to Discovery are academically behind in credits. The first thing the school does is look over their transcripts and meet with the student to try and come up with a plan to graduate. For some students this involves summer school or independent study courses to make up classes they failed previously.

High school students at Discovery Public School also must complete a Life Plan Project. This project pushes students to look ahead at what they want to do after graduation.

The Special Education Program plays a big part in the success of the school. The school has two full time Special Education teachers, and employs three paraprofessionals.

The school has an ELL program in place. When filling out registration paperwork students and parents answer questions about language spoken at home, and previous ELL instruction to help determine if the student will need ELL services. If it is determined that the child may need ELL assistance they are given a placement test (Wida-Access Placement Test).

If the student's scores are approaching grade level proficiency they are placed in the school's ELL monitoring phase where the school's ELL staff keeps an eye on the student's progress and assistance is made available if needed. If a student scores low, and is not at grade level they are placed in the school's ELL direct instruction program which includes at least one class a day with the school's ELL instructor in a small group setting to try and help the student become proficient in the English Language.

## **Teachers and Principals**

### **Charter School Director Evaluation**

The Director of Discovery Public School will be evaluated on an annual basis by the School Board's Administrative Review Committee. At this time the Director and Committee will first go through the Job Description for the Director. Together they will evaluate how well the Director is fulfilling that Description. Recommendations may be voiced by the Committee.

### **Teacher Evaluation Process**

During the school year each teacher will be observed by the Director at least one time. New teachers must be reviewed twice. The Director will then fill out a Performance Appraisal for each teacher. The Director will then discuss this Performance Appraisal with the teacher giving examples of both strengths and weaknesses. This evaluation will be kept on file at the school, and discussed with the School Board if the Director has any concerns.

### **Professional Development**

The school also has speakers come in to do workshops on early outs. Some of the recent topics have involved: Dealing with teen addiction, Struggling Readers, Technology, etc. Staff is encouraged to participate in conferences in their field, but due to budget constraints this falls largely on the teachers themselves.

## District

Discovery Public School of Faribault is a Charter School and considered it's own district. The School Board is responsible for ensuring high-quality instruction, rigorous curriculum, adequate technology, and a professional culture. The Board largely relies on the Executive Director to ensure these practices. The Executive Director and Assistant Director are responsible for evaluation all teachers, and the Board is responsible for evaluating the Executive Director.

## Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

For more detailed information please visit the school's website at [www.isd4081.org](http://www.isd4081.org) and look at the Discovery Public School of Faribault 2014-2015 Annual Report & World's Best Workforce Annual Report.