



## **2016-2017 World's Best Workforce Report Summary**

District or Charter Name: Discovery Charter School-STEM fuse

Contact Person Name and Position: Dan J Hurley, 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.

### **Stakeholder Engagement**

#### **Report**

<http://discoverymn.org/worlds-best-workforce/>

#### **Annual Public Meeting**

The World's Best Workforce annual meeting/curriculum night was held on October 4, 2016

#### **District Advisory Committee**

District Advisory Committee includes all of the following members: teachers, parents, support staff, students, and other community residents. The Advisory Committee will meet on a quarter basis for the overall purpose of improving the school and the delivery of excellence in education for all DCS students.

**Goals and Results:**

	<b>2016-2017 Goals</b>	<b>2016-2017 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	Discovery Charter School’s educational program begins in kindergarten. The elementary schools assess students within their first weeks of school to determine their proficiency level in reading and math. This data informs teachers of where each child is at and the gains necessary to get them on grade level. 85% or more of all students will meet or exceed Kindergarten fall benchmarks in reading and math based on reading A-Z and Saxon math.	<i>Results: NA</i>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<p>Our SMART goal was developed to increase academic achievement for all students. (Specific) Benchmarking will include READ IT, Reading A-to-Z. Students will also use READ IT (Measurable) As a data-driven institution, DCS will use MCA and NWEA Map testing to ensure that students are meeting and exceeding state and national standards in reading. Reading assessments will take place four designated times during the year, with benchmarking happening on an ongoing and as-needed basis.</p> <p>DCS used the Projected Growth numbers generated by NWEA after each Fall test administration and compared that with the number of students who met or exceeded that projected growth after the Spring administration of <i>NWEA RIT Growth Projection</i>. The percentage of all students in grades K-6 at Discovery Charter School who meet or exceed their fall to spring <b>individual RIT Growth Projection</b> on the NWEA</p>	For the 2016-17: Discovery Charter School Will Demonstrate Improvement in pupil learning and student achievement; 2016-2017: NA

	<p>MAP in Reading will increase from 70% in spring 2016 to 90% in spring 2017.</p> <p>The percentage of all students in grades K-6 at Discovery Charter School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 70% in spring 2016 to 90% in spring 2017.</p> <p><i>All State Accountability Tests (MCA)</i>The percentage of all students enrolled October 1 in grades 3-6 at Discovery Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in MCA reading will increase from 65% in 2016 to 80% in 2017.</p> <p>The percentage of all students enrolled October 1 in grades 3-6 at Discovery Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in MCA math will increase from 65% in 2016 to 80% in 2017. 75% of all students enrolled October 1 in grade 5 at Discovery Charter School will earn an achievement level of Meets the Standards or Exceeds the Standards on the MCA Science in 2017.</p>	
<p><b>Close the Achievement Gap(s) Among All Groups</b></p>	<p>As a new Charter School, DCS does not have an achievement gap reduction score in any subgroups at this time. It is expected that DCS will continue to meet or exceed standard in the future. To continue to meet expectations; we have implemented Response to Intervention, (RtI). RtI will be used by Professional Learning Communities (PLC), to create a</p>	<p>As a new Charter School, DCS does not have an achievement gap reduction score in any subgroups at this time.</p>

	SMART goal to maintain 80% of students in Tier 1. For students in Tier II and III, teachers will create a model to identify and develop action plans for students who are at risk academically.	
<b>All Students Career- and College-Ready by Graduation</b>	DCS is a K-6 school for the 2016-2017 school year. We will be creating a SMART goal based on 85% or more of students will demonstrate college-ready skills as predicted by ACT EXPLORE and ACT PLAN.  The specific plan will predicate 85% of students to be college ready in each content area: Science, Math, Reading/Language Arts, and English.	DCS is a K-6 school for the 2016-2017 school year.
<b>All Students Graduate</b>	96% or more students will graduate with their 4 year cohort.	DCS is a K-6 school in 2016-2017, DCS does not enroll students in grade 12

**Identified Needs Based on Data**

- DCS should outperform the local district schools by up to fifteen percentage points in math, reading, and science. It is expected that DCS will continue to meet or exceed the standard in the future.
- Math Goal: DCS continuously enrolls students in grades 3-6 who will be taking the MCA math test and will continue to close the gap between the state and local district schools by making a 3% increase in proficiency during the 2017 school year compared to the previous year.

- Reading Goal: DCS continuously enrolls students in grades 3-6 who will be taking the MCA reading test will continue to close the gap between the state and local district school by making a 3% increase in proficiency during the 2017 school year compared to the previous school year.
- Science Goal: DCS continuously enrolls students in grades 5 who will be taking the MCA science test and will continue to close the gap between the state and local district school by making a 3% increase in proficiency during the 2017 school year compared to the previous year.
- At this time, there are no growth goals set, as DCS is a new school, after noting where their growth z-scores move to in the spring, will help determine an appropriate goal. It is expected that DCS increase their growth toward meeting or exceeding zero.

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

### **Students**

- Data from MCA's, NWEA MAP, WLA will be used to identify the following needs: increase proficiency in math, at the elementary levels with all students, decrease the achievement gap between Special Education and non-Special Education as well as English Learners and Non-English Learners.

### **Teachers and Principals**

- The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.
- DCS has PLC's to help impact student learning working on teacher effectiveness. DCS has goals, objectives, and strategies for each area of the school for academics helping new staff to be clear on expectations.
- DCS created our teacher evaluation process using four domains: Planning and Development, Classroom Environment, Instruction, and Professionalism. There are multiple targets under each domain that the observer looks for during the observation. Each target is given a performance level of; Needs Improvement, Effective, or Highly Effective. After the evaluation there are multiple questions to guide the conversation with the administrator and to facilitate learning for the teacher.
- DCS is a STEM school and uses the READ IT sequence/Saxon math to align to MN state standards in each course and grade level. The staff has focused on literacy and math to address more in depth, ways that teachers can increase student learning.

## District

- Development and implementation of comprehensive Strategic Plan; RTI school-wide task force for processes, school assessment analysis and recommendation for reading curriculum based measures; special education study of students served within the school with recommendations of necessary programming; school-wide parent survey conducted to gain input, perceptions, and develop actions; and initial plans for shifts performance pay process to a Professional Learning Community culture.

## 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.