Saint Paul Conservatory
F O R P E R F O R M I N G A R T I S T S

SPCPA's World's Best Workforce Plan

2017-2018 School Year

Compiled in accordance to parameters set by

mn DEPARTMENT OF EDUCATION

Charter Name:

Saint Paul Conservatory for Performing Artists (#4112)

Contact Person Name and Position:

Callie Jacobs, Superintendent

Report Overview

The World's Best Workforce plan outlines the steps that SPCPA has taken and will continue to pursue toward improving teaching and learning and striving to support our students in becoming the world's best workforce.

Specified goals were determined and defined in partnership with SPCPA's Authorizer, the University of St. Thomas. During the 2017-2018 school year, SPCPA followed its Charter School Accountability Plan as a component of its contract with the University of St. Thomas' for authorizing services. The Charter School Accountability Plan is intended to gauge SPCPA's academic, financial, and organizational operations and performance. SPCPA's performance is rated based on several indicators which follow the guidelines set by the Department of Education surrounding the World's Best Workforce.

As a small school, SPCPA student groups are often contain less than a reportable amount. The school reports all data for any student groups that reach the reportable size. However, for student privacy, information on small student groups is redacted from this public report. Additional information may be requested from the school directly and will be considered for release on a case-by-case basis[1].

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[1] 20 U.S.C. § 1232g; 34 CFR § 99.31

Part A:

Annual Report

SPCPA's Annual Report for the 2017-2018 school year can be found on the district website:

> ➢ *https://www.spcpa.org/wp-content/uploads/2018/12/17-18-Annual-Report.pdf*

Annual Public Meeting

SPCPA's Board of Directors held 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.

> ➢ *https://www.spcpa.org/about/spcpa-board/* *(Bottom of Page)*

District Advisory Committee

WBWF Requirement: SPCPA's WBWF Advisory Committee must reflect the diversity of SPCPA. 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. This district advisory committee makes recommendations to the school board.

The following is a list of SPCPA's District Advisory Committee members for the 2017-18 school year.

District Advisory Committee Members	Role in District
Brian Goranson	Artistic Director
Ellen Delaney	Academic Director
Troy Janisch	Parent
Bill Pentelovitch	Parent
Alison Green	College Counselor

District Advisory Committee Members	Role in District
Shawn Judge	Community
Jacie Knight	Community
Kelly Rodieck	Community

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.
  SPCPA did not have any teachers defined as "ineffective" according to this definition.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
  SPCPA had 8 of 18 academic teachers and 22 of 47 arts teachers defined as "inexperienced" according to this definition. Additionally, the mission of SPCPA is to provide students access to professional working artists from the twin cities arts community at school to provide authentic artistic training aligned with conservatory-style training at the post-secondary level. All 22 of the "inexperienced" arts teachers listed above fall into this category and were permissioned last year through the Minnesota Board of Teaching to teach at the school.
- 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.
  SPCPA had 2 academic teachers, who each taught 1 class outside the area which he or she is licensed. One of these teachers was a licensed Life Science teacher who taught 1 section of Psychology and the other was a licensed Chemistry teacher who taught one section of Physics Advanced. Additionally, there is no license option for ASL. SPCPA had one teacher who taught 6 sections of ASL with permission from the Minnesota Board of Teaching.

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
    - o Who is included in the conversations to review equitable access data and when do these occur?
      SPCPA's Board of Directors, WBWF Advisory Committee, staff, and students (Student Council) engage in conversations to review equitable access data on an ongoing basis (at least quarterly). Given the small school population of both staff and students at the school are always looking to engage stakeholders in ways that support employing a staff that is reflective of the student population with all students having equitable access.
    - o 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?
      The main gap identified by SPCPA is the ability to recruit and retain experienced staff members and diverse staff members. Applicant pools at the school tend to be comprised of less experienced (less than three years of experience) candidates. Licensed candidates also lack diversity. For example, when looking ahead to the current school year, SPCPA had two open positions in an academic department and two applicants (both classified as "inexperienced" according to MDE's WBWF definition) to fill those positions after the position being posted for over 6 months. With a high percentages of staff members with less than three years of experience there is equitable access for low-income students, students of color, and American Indian students. There are only three or four teachers per academic department. All teachers teach both grade-level and advanced courses. Students self-select into courses through SPCPA's registration process giving them equitable access to the experienced teachers at the school.
    - o What are the root causes contributing to your gaps?
      The root causes contributing to SPCPA's gaps are teacher shortages, particularly in the areas of math, science, and the arts. Additionally, as has been widely publicized in the media the % of licensed teachers of color in Minnesota is substantially lower than in many other states. Furthermore, the ability, as a charter school not funded comparably to traditional public schools, we find it difficult to expend additional resources that we don't have or that limits allocations to support student programming to recruit and retain experienced teachers, particularly given the candidate pools are already so small to begin with.
    - o 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?
      See the relevant section of SPCPA's Strategic Plan below.
- ➢ Access to Diverse Teachers
    - o What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?
      SPCPA believes that all students have access to teachers who reflect the diversity of enrolled students at the school. SPCPA employs 12% teachers of color. This is approximately 23% less than what is reflected in the student population (35%). Additionally, SPCPA employs 12 teachers (primarily working under a "permission") of color during its 13-day J-Term session, which is approximately 50% or about 15% more than what is reflected in the student population.
    - o What efforts are in place to increase the diversity of the teachers in the district?
      See the relevant section of SPCPA's Strategic Plan below.

EQUITY

SPCPA will provide the structures, environment, and resources students need to reach their highest potential.

SPCPA will strive to recruit and retain staff that reflects the diversity of the student population.

(1) SPCPA will engage all staff in professional development on a quarterly basis to foster a community that welcomes and embraces every individual.

(2) SPCPA will encourage and actively support students of color as they participate in advanced coursework and training to expand their opportunities in relation to college, conservatory, and career.

(3) SPCPA will develop and improve curriculum and instructional strategies to close the opportunity gap for students of color.

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.

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.

Close the Achievement Gap(s) Between Student Groups

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
The % of SPCPA students in all subgroups in grades 10-11 and in Biology will meet or exceed standards on the MCA in math, reading, and science, respectively, at 5% or greater as compared to the state and resident district achievement levels.	The % of students in grade 10 that met or exceeded standards on the MCA in Reading decreased from 77.6% in 2016-2017 to 72.6 in 2014-2018. SPCPA's performance for all students collectively exceeded the state and resident district's proficiency levels by more than 5%. The % of students in grade 11 that met or exceeded standards on the MCA in Math decreased from 49.2% in 2016-2017 to 43.4% in 2017-2018. SPCPA's performance for all students was collectively less than the state's proficiency level (47.9%). The % of students in Biology that met or exceeded standards on the MCA in Science increased from 41.7% in 2016-2017 to 80% in 2017-2018. SPCPA's performance for all students collectively exceeded the state and resident district's proficiency levels by more than 5%. It is noted however that only 10 students took the MCA in Science thus making the increase not statistically significant. The subgroups of students that took the MCAs were too small to be significant, but it was noted that proficiency was comparable to the prior year for subgroups. Additionally, the decreases above represent a decrease in proficiency for white students, which artificially decreases the achievement gap.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☒ Not On *Track* ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met*

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?
  SPCPA used MCA data to identify needs in this goal area. The data was disaggregated by student groups if the specific student group was large enough for scores to be disaggregated by MDE.
- What strategies are in place to support this goal area?
  Academic teachers met every other day for 80 minutes in PLC to focus on student achievement, including closing the achievement gap, specifically addressing needs of underperforming students (as related to their grade level peers) in the classroom. Additionally, each department and teacher selected and implemented strategies as part of SPCPA's Q Comp Program.
- How well are you implementing your strategies?
  We believe we are implementing our strategies well. Teachers collect data, document their analysis, adjust the strategies implemented, if needed, and reflect on the outcomes as part of the Q Comp process.
- How do you know whether it is or is not helping you make progress toward your goal?
  SPCPA could improve in collecting more specific data relevant to the achievement gap and tracking and analyzing this data in relation to its school-wide MCA goals. However, this is challenging because of the small subgroups. Disaggregating data for these small subgroups would be challenging in order to ensure data privacy and also to make statistically sound decisions based on such small sample sizes.

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF/A & I Goal	Result	Goal Status
85% or more of students in enrolled in grade 12 as of October 1, 2017 and that graduate on time will gain acceptance into at least one college or conservatory program.	99% of students enrolled in grade 12 as of October 1, 2017 that graduated on time gained acceptance into at least one college or conservatory program.	*Check* **one** *of the following:* *Multi-Year Goal:* ☒ On *Track* ☐ Not *On* Track *One-Year Goal* ☒ *Goal Met* ☐ *Goal Not Met*
At least 50% of SPCPA students will meet or exceed the grade-level benchmarks (ERW & Math) on the designated SAT Suite of Assessments for their grade. SPCPA will report on this goal for each grade assessed (Grades 9-11).	52% of students in grade 9 met or exceeded the grade-level benchmarks (ERW & Math) on the PSAT 9. 45% of students in grade 10 met or exceeded the grade-level benchmarks (ERW & Math) on the PSAT 10. 42% of students in grade 10 met or exceeded the grade level benchmarks (ERW & Math) on the PSAT/NMSQT.	*Check* **one** *of the following:* *Multi-Year Goal:* ☒ On *Track* ☐ Not *On* Track *One-Year Goal* ☐ *Goal Met* ☒ *Goal Not Met*

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?
  SPCPA had (has) a full-time college counselor that collects data related to college acceptances. Data pertaining to the SAT Suite of Assessments administered at the school is provided by CollegeBoard. The college counselor disaggregates student data in this area and works with students individually to support students being accepted into at least one post-secondary institution. SPCPA just began in the 2017-2018 school year administering the SAT Suite of Assessments to students in grades 9-11 to assess growth. As more data is collected with each consecutive school year more conversations will occur to more accurately understand patterns of growth and achievement and continue to improve at addressing the needs of students.
- What strategies are in place to support this goal area?
  See above.
- How well are you implementing your strategies?
  We believe we are implementing our strategies well. Student acceptances into at least one college or conservatory continue to exceed 90%. It is challenging given the school enrolls students from over 45 different school districts and not all those students start in 9th grade. SPCPA attempts to address this through its curriculum and implementation of Q Comp.
- How do you know whether it is or is not helping you make progress toward your goal?
  The data regarding college acceptance supports that we have achieved our goal. We will be able to know if our implementation of selected strategies is supporting student growth relative to the SAT Suite of Assessments after we are able to collect additional data and assess cohorts from grade 9 through grade 12.

All Students Graduate

☒ WBWF Goal **Only** ☐ WBWF/A & I Goal	Result	Goal Status
90% or more of students enrolled in grade 12 at SPCPA as of October 1, 2017 will graduate on time.	SPCPA met its goal with 95.5% of 12 grade students enrolled at the Saint Paul Conservatory for Performing Artists on October 1, 2017 graduating on time. This is a growth rate of 3.6% from SY2016 to SY2017.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ *On* Track ☐ Not On Track ***One-Year Goal*** ☒*Goal Met* ☐*Goal Not Met* ☐*District/charter does not enroll students in grade 12*

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area?*
  The small sample size (approximately 120-125 students in grade 12 per school year) does not reflect significant patterns pertaining to student demographics from school year to school year. The "needs" in this goal area are identified when graduation data does not reflect 100% of students in grade 12 enrolled on October 1 of the year prior graduating on time. The School continues to strive to graduate 100% of students in grade 12 on time annually but no less than 90%.

- *How is this data disaggregated by student groups?*
  The data is disaggregated by student groups by SPCPA's college counselor. There is no statistical significance pertaining to a gap between student groups noted for SY2018.

- *What strategies are in place to support this goal area?*
  The School had a dedicated position at the school (1.0 FTE) to identify students not making progress toward graduation (as determined by current course grades) or identified as "in jeopardy" of not graduating on time (deficient credit). Starting in October of the school year, this staff member met with students not making progress toward graduation or identified as "in jeopardy" of not graduating on time monthly through May. A Graduation Plan Progress Report was completed at each meeting.

- *How well are you implementing your strategies?*
  We believe there is a lot of potential to continue to expand this strategy, such as identifying and meeting with students in grade 12 that are credit deficient at the beginning of the school year to enroll them in credit recovery programs as soon as possible, requesting greater parent involvement (e.g. info sessions, at school meetings, etc.), and requiring students identified as "at risk" to attend an on-campus study hall rather than have an open period (senior privilege).

- *How do you know whether it is or is not helping you make progress toward your goal?*
  We believe our strategies are helping us make progress toward our goal because it is reflected in the data (exceeding our goal).