



2016-17 World's Best Workforce Report Summary

District or Charter Name: Rosa Parks Charter High School

Grades Served: 9-12

Contact Person Name and Position: Laurie King Program Lead

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email 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.

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.]

- RPCHS.org

1b. 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.]

- August 11th, 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Jay Martini	Administrator
Laurie King	Program Lead/Special Ed Coordinator
Tracy Olson	Social Worker
Amy Mullen	English Teacher
Kathy Flippin	Board Chair/Former Parent
Gregg Rasmussen	Parent

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 School

Goal	Result	Goal Status
NA	NA	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p>X <input checked="" type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
NA	NA	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>X <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>The percentage of SPED students who earn an achievement level of Meets or Exceeds the Standards on the Reading MCA will increase by 5% the spring of 2017.</i></p> <p><i>Using the MAP results for reading (fall-spring), 55% of all students enrolled for the 16-17 school year will improve their scores from fall to spring.</i></p> <p><i>Using the MAP results for math (fall to spring), 55% of all students will improve their math scores from fall to spring.</i></p>	<p><i>Spring 2016 MCA reading= all students-12.9% sped students -0%</i></p> <p><i>Spring 2017 MCA reading= all students-16% sped students-0%</i></p> <p><i>MAP reading school improvement-f/s=63%</i></p> <p><i>MAP reading sped improvement-f/s=64%</i></p> <p><i>MAP math school improvement f/s=72%</i></p> <p><i>MAP math sped improvement f/s=57%</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p>X <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p>During the 2016-2017 school year, using the MAP alignment to state testing guidelines (according to the “Study of Alignment of the NWEA RIT Scale with the Minnesota Assessment System” by John Cronin), 80% of all continuously enrolled students, predicted to pass the MCA III in grade 11, will meet or exceed standards in math as measured by the MCA-III Math.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>We had three juniors predicted to pass the MCA-III math test and 1 met proficiency and 1 partially met proficiency.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p>X <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Graduation rate at Rosa Park’s will increase from 68% to 75% during the 15-16 year.</i></p> <p><i>Rosa Park’s will track and maintain contact with students who un-enroll due to treatment programs, enroll in other schools or drop out.</i></p>	<p><i>Graduation rate at Rosa Parks dropped to 23% in 2017. Also noted was a decrease in total seniors and significant reduction in ADM’s. Staff continue to analyze needs of the community and create new programming to address the needs in the community.</i></p> <p><i>Rosa Park’s administrator and social worker maintain contact with any student who un-enrolls to the extent possible. This spring many of Rosa Parks students enrolled in the ALC at Rochester Public Schools.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p>X <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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.]

- *Most of the students at ROC enter the school as a final stop in their educational journey. Approximately 75% are behind in credits and only 30% of the students enrolled at the beginning of the year remained continuously enrolled through the end of the year.*
- *Individualized program planning for students has become a priority.*
- *Increased participation in student-centered programming.*
- *Implementing a work program for employed students.*
- *Keeping students enrolled and engaged has been a priority for the 16-17 school year.*
- *Data used to determine needs include, graduation rate, mobility, free/reduced lunch, previous academic progress, NWEA and MCA data and changes in school choice in community.*

4. Systems, Strategies and Support Category

4a. Students

Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.

- To address absences related to homelessness or unsafe living conditions a social worker from the community LINK program is on-call but also Rosa Parks has hired a full time social worker to address student needs.
- Meetings for juniors and seniors are held on a regular basis with RCTC transition coordinator for exposure to college and career options.
- Students track their MAP progress from baseline to graduation and their academic progress on Project Foundry to develop more ownership of their own progress.
- Staff have worked to create individual learning plans that cater to student needs and learning styles.
- An advisory system is in place to assist in developing relationships, track progress and create a culture of learning.
- A student government was created to engage students in the development of programs at Rosa Parks

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction and Curriculum-teachers work together to continually develop curriculum. Because we only have one teacher in each discipline, teachers are also networking with other charter schools to receive input on curriculum, PBL, and instructional strategies.*
 - *Teacher evaluations-Rosa Parks staff complete peer evaluations twice during the year. This is an online program that allows for qualitative as well as quantitative data. Meetings for review are set up immediately following and goal setting is done both as individual staff and as a team.*
 - *Principal evaluations-all staff are evaluated in the same manner with review by the school board personnel committee.*

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology-Rosa Parks applied for e-rate for the first time (with the help of Designs For Learning) and is trying to improve upon the outdated infrastructure currently in place.*
 - *Collaborative professional culture –Rosa Park staff meet each week to plan and discuss academic progress and instructional practices. This is a time to review individual student progress as well. Rosa Parks completed training this year on developing teacher powered school and staff evaluations. Staff are encouraged to talk about classroom and curriculum challenges with one another both during staff meeting time and in 1:1 conversations.*
 - *There are two teacher seats on the school board which helps create open communication between the staff and board.*

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *All students have access to all teachers at Rosa Parks.*