

World's Best Workforce Report

Academic Year 2017-2018



PARNASSUS



PREPARATORY SCHOOL

Classical Schooling for the Art of Life

About the World's Best Workforce Report

The 2017-2018 World's Best Workforce Report summarizes the progress and achievements of Parnassus Preparatory Charter School in accordance with Minnesota Statutes, section 120B.11. Our World's Best Workforce report provides information on the school's achievement and progress during the 2017-2018 school year, including the school's goals and strategies to support and improve teaching and learning.

This report is approved by the Parnassus Preparatory School Board and is submitted to the Minnesota Department of Education (MDE) in accordance with state statutes.

This report will also be posted on the Board Meetings and Reports section of the Parnassus school website.

Annual Report

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 2017 – 2018 Annual Report can be found at:

<https://parnassusprep.com/wp-content/uploads/2018/09/FY2018-Parnassus-Annual-Report-BOARD-APPROVED-09-25-18-FINAL.pdf>

Public Meeting

The School conducted public meetings to discuss the goals, outcomes, and strategies related to the World's Best Workforce on September 11th, 2018.

District Advisory Committee

In the 2017-2018 school year, the District Advisory committee included the following members:

Ms. Laura Bottenfield, Parent and Director of Academics

Ms. Katherine Good, Support Staff

Mr. Kenneth Zigrino, Community Member

Mr. Srinivasan Rupireddy, Parent

Ms. Melanie Garner, Parent

Ms. Monica Otero-Ortiz, Parent

Ms. Emily Adamson, Student



School Vision, Mission Statement, and Educational Philosophy

The mission of Parnassus Preparatory School is to provide students with a K-12 classical education grounded in the classical Trivium that demands their best in intellectual achievement and character development.

A classical education cultivates wisdom and virtue by nourishing the individual with truth, beauty, and goodness. Students at Parnassus Preparatory School pursue wisdom and virtue at every level and in each of the many disciplines offered to them. Parnassus Preparatory School's academic focus is on developing thoughtful, literate, and expressive graduates through classical education, a time-tested model that is systematic and comprehensive. Our classical curriculum, grounded in the liberal arts, distinguishes us from other educational institutions.

The classical Trivium and the instructional methods used in each school address children's developmental stages, challenging them to reach their highest potential at each and every level. Parnassus Preparatory School's educational philosophy is that all students benefit from the highest standards of academic integrity and a rigorous, content-based educational program that develops their intellectual capacity and personal character. Through instructional methods that are aligned with the classical Trivium, history as the chronological backbone of the curriculum, and the integration of the humanities and advanced sciences, the school provides an environment that fosters academic excellence and builds the habits of discipline and perseverance to complete challenging tasks.

Systems, Strategies, and Support

The work we do at the district and school level is a vital part of making sure that Minnesota students are college and career ready. While specific goals are not required, WBWF legislation does ask districts to share information about what they are doing in the areas of Gifted and Talented programming, professional development, and equitable access to excellent teachers.

Gifted and Talented Programming

As a charter school, Parnassus Preparatory School is a school of choice, and we recognize that families choose us for our rigorous academic programming. As Parnassus strongly believes that all students benefit from a content-rich, rigorous curriculum that holds students to the highest standards of intellectual achievement and character development, Parnassus does not identify Gifted and Talented students or offer a specialized Gifted and Talented track. Instead, the focus is on providing all students with the most rigorous course offerings and a variety of enrichment activities in our interdisciplinary curriculum.

Occasionally, a student's exceptional academic abilities and maturity may merit early admission to Prima (kindergarten) or whole-grade acceleration to 1G (1st grade) or beyond. To advise all families of this opportunity, Parnassus publishes its policies for whole-grade acceleration and early admission to Prima (kindergarten) on the school website.

Professional Development

Developing our staff in the classical model and pedagogy is paramount to Parnassus Preparatory School's success as a Classical school and to fulfilling its mission. Recognizing the importance of professional development, in 2017- 2018, Parnassus continued to provide training and development opportunities for faculty and staff in the following areas:

- 1) Parnassus' Classical education model
- 2) Direct Instruction
- 3) Data-Driven Instruction
- 4) Writing
- 5) Reading and literacy
- 6) Socratic and Harkness discussion methods

As part of the school's strategy to accomplish its mission, it is a Parnassus tradition to include summer readings for our staff. We hold discussions of the assigned works during the back-to-school workshop and training. The required summer readings include classic works of literature from the Parnassus curriculum as well as academic and research-based books and articles. The school holds additional book discussions for the Board, parents, and community. Being well read is an integral part of our school's culture. During the past school year, we continued to host our colloquium series, in which area university professors and other scholars (including Parnassus teachers) presented lecture

s and discussions at Parnassus for our community and the public.

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) requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

Equitable Access to Experienced, Effective, and In-Field Teachers

Parnassus is proud to serve a racially and economically diverse student population, and the school strives to provide an education that is both excellent and equitable to all students, regardless of race or socioeconomic status. Care is taken to ensure that class rosters are balanced between our various student groups and special populations. After reviewing data, including course rosters detailing students' race/ethnicity, primary home languages, gender, and socioeconomic statuses, the district did not find any gaps related to equitable access to effective teachers for our students of color, nor were any found for low income students. Parnassus takes care to ensure that all students, regardless of background, are placed with the teachers who will be able to help them make the most academic gains.

Regular review of course rosters and the demographic details of incoming students allows us to effectively create balanced rosters. Additionally, screening incoming Prima (kindergarten) students allows the school to be more intentional in creating class lists to ensure that classes are more balanced between genders, ethnic backgrounds, and academic abilities so that students have equitable access to high-quality teachers.

Parnassus works extensively with all staff members and provides intensive, ongoing professional development to all teachers to ensure that our faculty meets our high standards for instructional effectiveness and academic rigor. This includes training on our pedagogical and classroom management practices to ensure consistency across classrooms and grade levels. Teachers are observed regularly throughout the year and classroom data are closely monitored to support the success of all students.

Teacher performance data is reviewed regularly to monitor and gauge the effectiveness of instruction. This instructional data, along with regular classroom observations, help determine teacher effectiveness. Along with teacher effectiveness, teachers' years of experience, licensure, and qualifications are taken in to account when deciding course and class placement. For critical, skill-based subjects such as math and reading, Parnassus places its most qualified and effective teachers with its at-risk students to help them make the necessary gains to be academically successful.

Access to Diverse Teachers

Parnassus continues to make a conscious effort to broaden the diversity of its staff so that it better reflects the diversity of our student population. Efforts currently in place to broaden the diversity of teachers in the district include making connections with student teacher programs, broadening the range of the geographical areas in which we post for open teaching and administrative positions, and increasing the number of locations online where we solicit applications for teaching jobs.

Local Reporting of Teacher Equity Data

Parnassus did not provide any public reporting of teacher equity data. Parnassus will begin reporting this data in 2018-2019 in preparation for this new requirement. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.



Goals and Results

As part of the local World's Best Workforce plan, each district and charter school is required to set goals related to each of the components of the World's Best Workforce and to report on their progress towards those goals.

Goal Area 1: All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>The school will ensure that all scholars are ready for Prima (kindergarten) by offering New Family Orientation meetings, social events, and summer learning packets to all incoming Prima students and their families.</i></p> <p><i>For students enrolled in Prima (kindergarten) by September 5th, 2017, at least 85% of students will have participated in the summer Prima math and reading screenings to determine readiness for school.</i></p>	<p><i>The school held two New Family Orientation Meetings for incoming Prima (kindergarten) students and their families, along with multiple social events.</i></p> <p><i>100% of incoming Prima (kindergarten families) received the school's summer learning packet and practiced key readiness skills.</i></p> <p><i>86% of students enrolled in Prima (kindergarten) participated in a summer math and reading screening to determine readiness for school.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Goal Area 2: All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>85 percent of students receiving instruction in DI reading will score proficient on their checkout assessments.</i></p> <p><i>Parnassus' absolute proficiency rate of students enrolled in the School for at least three consecutive years in reading will be 84 percent in 2018.</i></p>	<p><i>73% of all students receiving instruction in DI reading were proficient on their checkouts</i></p> <p><i>72% of all students enrolled for 3+years were proficient on the 2018 Reading MCAs.</i></p> <p><i>71% of 3G (third grade) students enrolled for 3+ years were proficient on the Reading MAP tests in the Spring of 2018.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>



Goal Area 3: Close the Achievement Gap Among All Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>At least 75 percent of ELL, special education, and F/R lunch students of enrolled in the School for at least three consecutive years will be proficient in reading on the 2017-2018 state assessments, increasing from, respectively, 42.8%, 54.5%, and 65.0% in 2017.</i></p> <p><i>At least 75 percent of ELL, special education, and F/R lunch students enrolled in the School for at least three consecutive years will be proficient in math on the 2017-2018 state assessments, increasing from, respectively, 31%, 73.7%, and 68.7% in 2017.</i></p>	<p><i>In 2017-2018, the percentage of special education and F/R lunch students enrolled for 3+ years who were proficient in reading on the 2017 – 2018 state assessments was 42.8%, and 55.6 %, respectively.</i></p> <p><i>In 2017-2018, the percentage of special education and F/R lunch students enrolled for 3+ years who were proficient in math on the 2017-2018 state assessments was 53.3% and 45.5%, respectively.</i></p> <p><i>Parnassus did not meet minimum cell size requirements for EL students who have been here for 3 or more years.</i></p> <p><i>Parnassus’ Special Education and Free and Reduced lunch students continue to have higher proficiency rates in math and reading than both the state and ISD 279</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Goal Area 4: All Students Career-and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Students in the first and second levels of Rhetoric will take the ACT Aspire in the 2017- 2018 school year to set goals for yearly improvement for their junior year of School of Rhetoric.</i></p> <p><i>Students in the third level of Rhetoric will take the ACT in the spring of 2018; their average composite score will exceed the state average composite.</i></p>	<p><i>87% of students taking the ACT Aspire met or exceeded college readiness goals</i></p> <p><i>100% of 3R (11th Grade) students took the ACT in the spring of 2018, the average composite score on the ACT was a 24.5, exceeding the average state composite score of 21.5.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Goal Area 5: All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Starting in Spring of 2018, Parnassus will have its first graduating class and 100% of scholars will graduate.</i></p>	<p><i>100% of members of the class of 2018 graduated in four years.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

