

2015-2016 World's Best Workforce Report Summary

District or Charter Name: EdVisions Off Campus

Grades Served: 7-12

Contact Person Name and Position: Gigi Dobosenski, Co-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 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

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.]

➤ <http://www.edvisionshighschool.com/school-board-reports/>

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.]

➤ *October 13, 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.]

- *Gigi Dobosenski, Chris Lepper, Cathy Diaz, Merrissa McLean, Jessica Mockros, Larry Schmidt (Co-Directors, staff and board members)*

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 Kindergarten

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2015-2016 school year.</i>	<i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in Kindergarten

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

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2015-2016 school year.</i>	<i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
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<p><i>EdVisions Off Campus students will show acceptable annual improvements in Mathematics based on NWEA MAP RIT scores. 55.2 % of 7-10 grade EOC students will meet or exceed their NWEA Mathematics RIT target from Spring 2015 to Spring 2016</i></p>	<p><i>No data is available per sub-group due to cell size limitations. Overall data: EdVisions Off Campus had 63.9% of 7-10 grade students achieve their expected growth.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Using the HOPE Survey, 85% of the new students at EdVisions Off Campus will grow or maintain hope and the mean of Hope scores will be at least 49.7.</i></p> <p><i>80% of EOC students enrolled in consecutive years will demonstrate growth on the Life Skills rubric, by increasing skills by at least 2 skills.</i></p>	<p><i>Using the HOPE Survey, 86% of the new students at EdVisions Off Campus did grow or maintain hope and the mean of Hope scores was 50.66.</i></p> <p><i>95% of the students enrolled in February 2016 have a baseline data to measure growth in 2016-2017.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>EdVisions Off Campus will have graduation rate of 35% for FY 15 as determined by MDE.</i></p>	<p><i>The graduation rate in FY15 was 37.5%.</i></p> <p><i>FY 16 the cell size is too small to calculate, as evidenced on FY16 MMR report.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <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.]

- *NWEA-MAP growth (53.2% FY15) , MCA proficiency (FY15 Math: 32.35, Reading:59.38), Life Skills Growth of students (not measured FY15), Hope Survey Growth (86% FY15), Student Satisfaction Participation (76% FY15) Post-Secondary Plans (50% students had completed as of FY15)*
- *MCA Math Proficiency*
 - 2012-2013: 41.38%
 - 2013-2014: 32.89%
 - 2014-2015: 32.35%
- *MCA Reading Proficiency*
 - 2012-2013: 69.12%
 - 2013-2014: 56.45%
 - 2014-2015: 59.38%
- *MWEA-MAP Mathematics growth goals met by percent:*
 - 2011-2012: 55.0%
 - 2012-2013: 66.7%
 - 2013-2014: 58.6%
 - 2014-2015: 53.2%
- *Continued participation in state wide assessments by students*
 - 2011-2012 92.22 (Math) 86.96 (Read) 2010-2011 91.67% (Math) 91.43 (Read)
 - 2012-2013: 95.24 (Math) 95.74 (Read)
 - 2013-2014: ~97% (Math) ~97% (Read)
 - 2014-2015: 92% (Math) 92% (Read)
- *Hope survey- Raw Hope*
 - 2011-2012: 50.31
 - 2012-2013: 49.28
 - 2013-2014: 49.80
 - 2014-2015: 52.0

4. Systems, Strategies and Support Category

4a. Students

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
 - Math skills assistance, individualized math programs, as determined by course completion
 - Use of problem based math to increase math completion rate and growth on NWEA-MAP
 - Student surveys demonstrating an increase in math engagement

4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
 - Basic Skills Team provide trainings on math pedagogy and alternatives, measured by increase confidence in math teaching and higher NWEA growth percentages, which is also a part of Q Comp stipends
 - Training on math programs, as demonstrate in minutes

4c. District

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
Limit response to 200 words.
 - Goal Team for Basic Skills and Life Skills
 - Student program for coding skills and problem based math
 - Staff input on the development of life skills and student support rubrics

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
 - *There is one school site within EdVisions Off Campus. All students have equal access to all general education teachers and paraprofessionals. As mandated by federal funding requirements, those students with an IEP have equal access to all Special Education teachers and paraprofessionals.*