

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name: EdVisions Off Campus \_\_\_\_\_

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### 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/>

#### 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 8, 2015*

#### 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, Patty Monson Geerts, Jessica Mockros, Chris Lepper, Cathy Diaz (Co-directors, board members and Life Skills Team)*

#### Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	<i>n/a</i>	<i>n/a</i>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>n/a</i>	<i>n/a</i>
<b>Close the Achievement Gap(s) Among All Groups</b>	EdVisions Off Campus students will show acceptable annual improvement in Mathematics based on NWEA MAP RIT scores. 60.6% of 7-10 grade EOC students will meet or exceed their NWEA Mathematics RIT target from Spring 2014 to Spring 2015	No data available per sub-group, but overall data: EdVisions Off Campus had 53.2% 7-10 grade students achieve their expect growth on NWEA-MAP assessment.
<b>All Students Career- and College-Ready by Graduation</b>	Using the HOPE Survey, 85% of the new students EdVisions Off Campus will grow or maintain hope and the mean of hope scores will be at least 49.7.  50% EOC students enrolled in pilot program for life skills, will increase their life skills as measured by rubric.	Using the HOPE Survey, 86% of the new students EdVisions Off Campus will grow or maintained hope and the mean of hope scores was 52.0.  50% EOC students enrolled in pilot program for life skills, will increase their life skills as measured by rubric.
<b>All Students Graduate</b>	EdVisions Off Campus will have a graduation rate of 22% for FY14 as determined by MDE, which is an increase to the rate of 17% FY13 as determined by MDE.  Using district determinations Four-year graduation rate: 95% of students continuously	MDE calculated the graduation rate for FY14 to be 33.33%.  Using district determinations (Cell size is 12, too small to publish) only one area did not meet or exceed goal.

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	<p>enrolled for four years (FY15 100%); 85% of students continuously enrolled for three years (FY15 100); 70% for two years (FY15 83.3%); and 50% for one year (FY15 33.33).</p> <p>Five-year graduation rate: 85% of students continuously enrolled for five years (FY15 75%).</p>	

### Identified Needs Based on Data

- *NWEA-MAP growth (58,2% FY14) , MCA proficiency (FY14 Math: 32.89, Reading:56.45), Life Skills of students (not measured FY14), Hope Survey (82% FY14), Student Satisfaction Participation (77% FY14) Post-Secondary Plans (50% students had completed as of FY14)*
- *MCA Math Proficiency*
  - o 2011-2012: 28.57%
  - o 2012-2013: 41.38%
  - o 2013-2014: 32.89%
- *MCA Reading Proficiency*
  - o 2011-2012: 72.58%
  - o 2012-2013: 69.12%
  - o 2013-2014: 56.45%
- *MWEA-MAP Mathematics growth goals met by percent:*
  - o 2010-2011: 38.5%
  - o 2011-2012: 55.0%
  - o 2012-2013: 66.7%
  - o 2013-2014: 58.6%
- *Continued participation in state wide assessments by students*
  - o 2010-2011 91.67% (Math) 91.43 (Read)
  - o 2011-2012 92.22 (Math) 86.96 (Read)
  - o 2012-2013: 95.24 (Math) 95.74 (Read)
  - o 2013-2014: ~97% (Math) ~97% (Read)

- *Hope survey- Raw Hope*
  - *2010-2011: 50.32*
  - *2011-2012: 50.31*
  - *2012-2013: 49.28*
  - *2013-2014: 49.80*

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

### **Students**

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Math skills assistance, individualized math programs*
  - *Deductive Reasoning activities for all teachers to use in beginning of math*
  - *Student surveys of math activities, measured increase in math completion rate*
  - *Use of gaming technology to increase participation in math*

### **Teachers and Principals**

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - *Basic Skills Team provide training to staff monthly at staff meetings*
  - *Training in two different math programs*
  - *Pairing of math teachers for peer support*

### **District**

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
  - *Goal Teams for Basic Skills and Life Skills*
  - *Student pilot program for Life Skills Rubric*
  - *Staff input on Life Skills Rubric*

## **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.