

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Voyageurs Expeditionary School

Grades Served: 6-12

Contact Person Name and Position: Scott Anderson, 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

➤ www.VoyageursSchool.org

1b. Annual Public Meeting

➤ *October 13, 2016*

1c. District Advisory Committee

➤ *Advisory Board: The school advisory board is comprised of two parents; two teachers and two community members and the lead teacher. Other parents and community members, including students are welcome to participate and did participate in a variety of meetings last year.*

Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
N/A	Provide the result for the 2015-2016 school year that directly ties back to the established goal.	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
N/A	Provide the result for the 2015-2016 school year that directly ties back to the established goal.	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
<p>**Includes all students who tested, not just those enrolled by October 1st.</p> <p>By SY 2019-2020, 75% of students in grade 10 will achieve a proficient or partially proficient score on the MCA in Reading from a baseline score of 33.3% in SY 2014.</p> <p>By SY 2019-2020, 70% of students in grades 6-8 will achieve a proficient or partially proficient score on the MCA in Reading from a baseline score of 30.8% in SY 2014</p>	<p>In 2016, 47.1% of all students in grade 10 achieved a proficient or partial proficient score on the MCA in Reading.</p> <p>In 2016, 41.7% of all Native American students in grade 10 achieved a proficient or partially proficient score on the MCA in Reading.</p> <p>In 2016, 36.9% of all students in grade 6-8 achieved a proficient or partial proficient score on the MCA in Reading.</p> <p>In 2016, 48.5% of all Native American students in grade 6-8 achieved a proficient or</p>	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)

<p>Reading Growth – NWEA During the school years, 2016-2020, 69% of students in grades 6-11 who take a selected (NWEA or ACT Aspire) Normative Assessment in Reading will meet their expected growth targets as established by NWEA or ACT norms and measured from spring to spring administration of the selected assessment.</p> <p>Math Proficiency – MCA By SY 2019-2020, 45% of students in grade 11 will achieve a proficient or partially proficient score on the MCA in Math from a baseline score of 10.5% in SY 2014.</p> <p>By SY 2019-2020, 45% of students in grades 6-8 will achieve a proficient or partially proficient score on the MCA in Math from a baseline score of 7.7% in SY 2014</p> <p>Math Growth NWEA During the school years 2016-2020, 60% of students in grades 6-11 who take a selected (NWEA or ACT Aspire) Normative Assessment in Math will meet their expected growth targets as established by NWEA or ACT norms as measured from spring to spring administration of the selected assessment.</p>	<p>partial proficient score on the MCA in Reading.</p> <p>In 2016, 66% of students in grades 6-11, met or exceeded their expected growth target on the NWEA Map assessment in Reading.</p> <p>In 2016, 50% of all students in grade 11 achieved a proficient or partially proficient score on the MCA in Math.</p> <p>In 2016, 20% of Native American students in grade 11 achieved a proficient or partially proficient score on the MCA in Math</p> <p>In 2016, 28.3% of all students in grades 6-8 achieved a proficient or partially proficient score on the MCA in Math</p> <p>In 2016 28.2% of Native American students in grades 6-8 achieved a proficient or partially proficient score on the MCA in Math</p> <p>In 2016, 60% of students in grade 6-11 met their expected growth target on the NWEA Map Math Assessment.</p>	
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>By SY 2019-2020, Voyageurs students in grade 11 will increase their score an average of 1.1 composite points per year from a baseline five year average score of 14.8. (Baseline year’s 2010-2014)</p> <p>100% of students at Voyageurs will participate annually in the Ramp Up to Readiness Program. Results: 2014-2015 – 100% of students are participating in Ramp Up to Readiness</p> <p>90% of seniors will apply to at least one college during College Knowledge Month each October as recorded by senior Ramp up to Readiness advisors.</p>	<p>Junior students who took the ACT in April of 2017, demonstrated an average ACT composite score of 15.3.</p> <p>100% of students in grades 6-12 participated weekly Ramp Up To Readiness classes.</p> <p>100% of seniors enrolled in October of 2015 applied to at least one college.</p>	<p>Check one of the following: <input 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
By 2019-2020, 85% of seniors enrolled at Voyageurs for a minimum of three years, will earn their high school diploma in four years. 15% will graduate after five years.	Of those seniors who were enrolled at Voyageurs for at least 3 years, 80% of graduated on time with their class, while one from the class of 2015, graduated after five years.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 12

Identified Needs Based on Data

<p>Voyageurs Expeditionary District/School Identified Needs – 2015/2016</p> <ul style="list-style-type: none"> ➤ Assessments: Improve assessment outcomes, particularly in the Middle School program: MCA Data in Reading & Math from 2014/15 for Middle School students demonstrated significant areas of deficiency. ➤ Mobility: Stabilize student enrollment – As the school has grown, particularly the middle school program, we identified the need to retain students from year to year. Data results indicate that when students are with us from one year to the next, students are showing good growth and progress. ➤ Standards: Ensure standards continuity from middle school to high school in our curriculum. Staff identified that since we fully staffed our middle school in all core content areas, there was a need to complete an entire school scope and sequence to ensure that all standards in core content areas are being covered and supported from year to year as appropriate. ➤ Attendance: Attendance data indicates a need for improvement, particularly for students of color.
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Systems, Strategies and Support Category

4a. Students

<ul style="list-style-type: none"> ➤ Assessments: Staff analysis of MCA and NWEA data from 2014/2015 school year to identify areas of need. Instituted extra classes in Math and Reading for students identified as having deficits; After-school programming available for 28 weeks, twice a week for students focused on Math and Reading skill development; Summer School programming available for six weeks, twice a week, focused on Reading and Math skill development. ➤ Implemented new Reading program for Middle School Title students that involved teacher directed large group; individualized technology supported instruction based on pre-assessments; frequent progress monitoring checks. ➤ Process for accessing and evaluating student performance: Faculty completed a data review of fall to spring NWEA MAP assessments in Reading & Math; OLPA administration with data review in winter months; teacher developed evaluations and progress monitoring. All student data disaggregated by categories: Ethnicity; FRP and Special Education. ➤ Mobility & Attendance: Created American Indian home school liaison position along with development of Indian Education parent committee to help engage parents of Native American students and to further encourage school attendance by Native American Youth. ➤ Standards: Professional Learning Community for staff and opportunities provided for content area teachers to work together on Scope and Sequence.
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4b. Teachers and Principals

- *Instruction: Teachers using frequent progress monitoring including pre and post assessments on all major instructional units. Overall growth shown on these assessments.*
- *PLC and staff workshops: Teachers met bi-weekly in a PLC. Topics included: Implementing Project Based Learning; Assessment; Poverty; Working with Native American youth.*
- *Specific content area teachers attended area workshops or conferences in their content area.*
- *Staff in content areas are working on scope and sequence between grade levels; time was set aside for Project Tuning, a formal process allowing collegial constructive criticism of proposed project based learning projects. This process strengthened the projects that were included in lessons for students.*
- *Voyageurs uses the Teacher Evaluation process from Charlotte Danielson. Two teachers are lead teachers and are trained in peer observation and evaluation. All teachers observed as prescribed in the district plan. Teachers with concerns were placed on a formal improvement plan. Administration observed and met with teachers as required, discussed performance and areas of concern. Teachers encouraged to attend and participate in training/education that addressed areas of concern.*
- *Principal evaluated by school board annually with input from staff. A PLP is developed to address areas of concern. The Principal participated in a Charter Schools Leadership group throughout the year.*

4c. District

- *Voyageurs subscribes to the goal that teachers be fully licensed in their content area in order to provide students with the highest level of competence and high quality instruction.*
- *All teachers are required to submit a comprehensive Scope and Sequence for the school year for each core content class they teach. They are also required to submit a Syllabi for every grading period for core content classes. As a project based school, teachers are to integrate hands-on, engaging projects in their units of instruction as a mechanism to further enhance and engage students at the highest level.*
- *Voyageurs is a one-to-one school and technology is infused in all content areas. Teachers are required to use applications that limit student printing. Teachers in 2016 enhanced instruction with class survey apps; Google Docs including shared presentations and other documents such as word processing; spreadsheets, etc.*
- *As a small school, it is essential for staff to work together. Teachers collaborate on projects that include multiple content areas. For example, the Science; Math and Ind. Tech teacher collaborated on several student projects in 2016 that enhanced the learning for all students. Weekly staff meetings allow for sharing of ideas and concerns; multiple staff development days are scheduled throughout the year to allow time for staff to work together on content development.*

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.

- *As a charter school, teacher continuing contract and union rights to a position are not part of the discussion when it comes to teacher retention. As a small school, last year Voyageurs employ two teachers in English; two teachers in Math; two teachers in Science and two teachers in Social Studies in the core content.*
- *As part of the teacher evaluation and program evaluation process, administration and lead teachers review areas of concern and make recommendations to the board for any necessary staffing changes in order to ensure that student needs are being met. Data reviewed includes: Teacher formative assessment results; student and parent survey results; lead teacher and administration observation results and finally the willingness of the teacher to make the necessary improvements in his/her instruction in order to better meet the needs of the student body. Teachers who have had concerns and are not able to improve their instruction are generally not offered a contract to return the next school year.*