

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Cyber Village Academy

Grades Served: K-12

Contact Person Name and Position: David Glick, 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.]

Our annual report can be found here:

<http://www.cybevillageacademy.org/Board-of-Directors/Board-Overview/index.html>

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 30, 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.]

- *Our district advisory committee consisted of 5 parents, 5 teachers and one community member (neither a parent nor a teacher at the school). In addition, school goals were presented to the entire 36-member school staff and made available to the public via the school website.*

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>CVA does not have a pre-school program or a defined pre-school feeder population, and therefore does not establish pre-K goals. 2015-16 was the first year that CVA served kindergarten students.</i>		Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input 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>100 percent of our third grade students will meet or exceed standards on the MCA reading test.</i>	<i>We had only six third-grade students and therefore we are not able to report the achievement data in public documents such as this report.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input 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>Our goal was to reduce the performance gap in reading between students receiving special education services and students not receiving special education services, as measured by NWEA MAP scores. We were anticipating that students receiving special education services would increase their average RIT by 7.96 points (which reflected an accelerated growth rate of 30 percent). For students <i>not</i> receiving special education services, we had planned on an increase in the average RIT score by 5.87 points (which was equal to the national growth rate).</p>	<p>Special Education students' average RIT score increased by 3.87 points. Non-Special Education students' average RIT score increased by 4.40 points. We did not meet this particular goal.</p> <p>The Commissioner's data profile identifies achievement gaps in mathematics only, and for Special Education and White students.</p>	<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>
--	--	---

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

Goal	Result	Goal Status
<p><i>Our goal was to have 60 percent of our 8th grade students proficient in mathematics.</i></p>	<p><i>56 percent of our 8th grade students were proficient in mathematics.</i></p>	<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>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>2015-16 was CVA's fifth year as a high school. Our goal was to maintain our 2014 and 2015 results of having 100% of graduates finish in four years.</i></p>	<p><i>88.2 percent of our seniors graduated in four years.</i></p>	<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><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.]

- Cyber Village Academy students, on average, perform consistently near state average on reading, math and science MCAs. On the NWEA MAP tests, CVA students generally exceed national norms in achievement by 1-4 grade levels and demonstrate growth of over 125 percent of expected (national norm) growth rates. From year to year, strand data from both tests does not consistently identify any particular areas for improvement. We are always striving to improve our teaching and learning and the resulting test scores, and for us, that means digging into each individual student's performance, developing individualized learning plans for all, and measuring progress regularly.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
- *Process for assessing and evaluating student progress toward meeting state and local academic standards includes*
- Individualized learning plans
- Title I programs and materials.
- MCA testing
- NWEA MAP testing
 - *Process to disaggregate data by student group.*

Disaggregation of data in a school of CVA's size and make-up results in very small cohort sizes. As a result, proper analysis is not possible and any conclusions based on disaggregated data are statistically invalid. The main near-exception to this is our Special Education population. We have approximately 85 Special Education students spread throughout our K-12 program. For some school-wide goals, we are able to compare SpEd and GenEd populations. For FY16, we used this disaggregation for our Q-Comp goal.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
- Q-Comp-driven weekly PLC meetings
- Moodle-based access to a variety of professional development articles and discussions
- A professional library
- Regular peer observation and administrator observation of classroom teaching
- Commitment to add an Assistant Director of Teaching & Learning and a Lead Teacher position

4c. District

- AdvancEd accreditation process
- Q-Comp
- Strategic planning process
- Addition of two mobile computer labs, enhanced bandwidth and increased number of wireless access points.

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.

- Cyber Village Academy has only one school site, so the question about distribution of high quality teachers across the district is not applicable.