

2014-2015 World's Best Workforce Report Summary

District or Charter Name Cyber Village Academy _____
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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to 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.]

Our Annual Report can be found here:

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

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 25, 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.]

- *Our district advisory committee consisted of:*
 - *Mark Goodell* *parent*

	2014-2015 Goals	2014-2015 Goal Results
	one (1) newly proficient student to reach our target.	
All Students Career- and College-Ready by Graduation	<i>50 percent of graduates will have completed at least one post-secondary class prior to graduation.</i>	<i>38.5 percent of graduates completed one or more post-secondary courses prior to graduation.</i>
All Students Graduate	<i>2014-15 was CVA's fourth year as a high school. Our goal was to maintain our 2014 results of having 100% of graduates finish in four years.</i>	<i>100% of our graduates finished in four years.</i>

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 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.

Systems, Strategies and Support Category

Students

- Individualized learning plans
- Title I programs and materials.
- Small class sizes
- Excellent teaching
- Variety of instructional modes (on campus and online)
- Expectation of independent work completion

Teachers and Principals

- 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

District

- AdvancEd accreditation process
- 5-year strategic planning process
- Ongoing board training

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.