



2016-17 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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

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.cybervillageacademy.org/Board-of-Directors/Board-Meetings-and-Annual-Reports/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 29, 2017

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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Beth Samy	Parent
Robyn Consoer	Teacher
Christy Buxman	Teacher
Bilal Dameh	Parent
Cassandra Lepp	Teacher
Mary Jane Knowles	Parent
Lauren Odle	Teacher
Cherie Neima	Community member
Frank Leo	Teacher
Joe Aliperto	Community member
David Glick	Director
Elizabeth Knoll	Special Education Director
Nick Rice	Assistant Director

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 School

Goal	Result	Goal Status
<p>District does not have a pre-school program so there is no goal established for student kindergarten readiness.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in Kindergarten pre-school.</i></p>

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

Goal	Result	Goal Status
100% of third-grade students attending Cyber Village Academy during the 2016-2017 school year will meet or exceed standards on the MCA reading test taken spring 2017.	92% (11/12) of third grade students attending Cyber Village Academy during the 2016-2017 school year met or exceeded standards on the MCA reading test taken spring 2017.	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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

Goal	Result	Goal Status
<p>The gap between students who meet or exceed their RIT growth projection between the nonspecial education students and special education students enrolled October 1 in K-10 at Cyber Village Academy using individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary grades (K-1) will decrease from 5.6% in 2016 to 0% in 2017 by increasing the percentage of the groups as follows:</p> <p>The percentage of all non-special education students in grades K-10 at Cyber Village Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary grades (K-1) in Reading will increase from 50.0% in spring 2016 to 60% in spring 2017.</p> <p>The percentage of all special education students in grades K-10 at Cyber Village Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary grades (K-1) in Reading will increase from 44.4% in spring 2016 to 60% in spring 2017.</p>	<p>The gap between students who meet or exceed their RIT growth projection between the nonspecial education students and special education students enrolled October 1 in K-10 at Cyber Village Academy using individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary grades (K-1) increased from 5.6% in 2016 to 19.8% in spring 2017.</p> <p>The percentage of all non-special education students in grades K-10 at Cyber Village Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary grades (K-1) in Reading increased from 50.0% in spring 2016 to 51.9% in spring 2017.</p> <p>The percentage of all special education students in grades K-10 at Cyber Village Academy who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary grades (K-1) in Reading decreased from 44.4% in Spring 2016 to 32.1% in spring 2017.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
70% of CVA 8 th grade students will score in the 61 st percentile or higher in Math and in the 59 th percentile or higher in Reading on the NWEA MAP spring 2017 assessment.	25% of CVA 8 th grade students scored in the 61 st percentile or higher in Math and in the 59 th percentile or higher in Reading on the NWEA MAP spring 2017 assessment.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
90% of all 12th grade students enrolled in spring 2017 at Cyber Village Academy will graduate within 4 years of high-school enrollment. 100% of all 12th grade students enrolled in spring 2017 at Cyber Village Academy and who have attended Cyber Village for grades 9-12 will graduate within 4 years of high-school enrollment.	57% of all 12th grade students enrolled in spring 2017 at Cyber Village Academy graduated in 4 years and 83% of all 12th grade students enrolled in spring 2017 at Cyber Village Academy and who have attended Cyber Village for grades 9-12 graduated in 4 years.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*

Cyber Village Academy students need to improve their reading skills across content areas. This need was identified through the use of NWEA MAP testing. CVA set a school-wide goal to improve reading and utilizes a professional learning community to promote research based reading strategies in all classrooms.

- *Include only the key data used to determine identified needs and limit response to 300 words.*

Less than 50% of all CVA students met their reading fall to spring growth target in the 2015-2016 school year, including 50% of non-special education students and 44.4% of special education students. Each classroom instructor also set an individual classroom reading goal. Teachers created a pre-test administered in fall to all students in at least one of their courses to set a baseline. Teachers use curriculum based measurements to monitor progress throughout the year and administer a mid-year assessment. Teachers administer a post-test in spring and report student growth to the professional learning community. This data was discussed in summer 2016 and used to establish CVA reading goals for the 2016-17 school year.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*

The district focus area for 2016-17 was reading. We used multiple processes for assessing and evaluating student progress towards meeting state and local academic standards:

- MCA testing. Cyber Village Academy uses MCA results to help plan and evaluate our curriculum in these areas. CVA analyses the data trends within a particular grade level and for individual students as they advance over time.
 - NWEA Map testing. The MAP test aligns well to MN standards, and is a reasonably reliable predictor of success on the MCA. Teachers use NWEA's curriculum alignment tool for analyzing what each student's score tells us about their areas of strength and deficiency, and we adjust our teaching accordingly.
 - Both NWEA and MAP testing are included in each student's Individualized Learning Plan. The ILP also includes additional standards-aligned criteria, particularly those that fit within our Cyber, Village and Academy focus areas such as technology, community service and academic performance, including the focus area of reading.
 - Cyber Village Academy utilizes learning software that is incorporated in the online portion of our curriculum and can track student progress on academic standards. Elementary students use a reading program (Lexia) and math program (Dreambox). Students grade 5-12 use a math program (ALEKS). Our fully-online students use the Plato Curriculum from Edmentum.
- *Process to disaggregate data by student group.*

CVA disaggregates Fall and Spring NWEA MAP data based on: race/ethnicity, grade level, gender, ELL and special education/general education. However, disaggregation of data in a school of CVA's size and make-up results in very small cohort sizes. As a result, proper analysis and publication is not possible. 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 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

○ *System to review and evaluate the effectiveness of*

▪ *Instruction*

Q-Comp peer reviewers, the assistant director of teaching and learning, the special education director and the director all observe and review classes regularly. Q-Comp peer reviewers complete three observations per year, including pre- and post-observation meetings. Administrators review some classes just occasionally, but each year pick several people to focus on. Our comprehensive teacher evaluation plan, which complies with the teacher evaluation statute, identifies focus teachers in a three-year cycle. Additionally, if issues arise, additional reviews are completed and actions taken.

▪ *Curriculum*

Because of the size of our school, each teacher is essentially their own department. A review of the curriculum is part of the teacher evaluation system and includes a review of syllabi, the curriculum in our learning management system, and other curriculum documents such as an alignment grid.

▪ *Teacher evaluations*

Our Q-Comp process uses the Danielson rubric, and our overall teacher evaluation process is aligned with that. All domains of the rubric are assessed through observations, curriculum reviews, and discussions with the teacher. As mentioned above, because of the size of our school, each teacher is their own department. As a result, review of curriculum and instruction covers a large part of the evaluation process.

▪ *Principal evaluations*

The school director is evaluated each year against the position's job description. All staff are surveyed, and that information is compiled by school board officers. School board officers review the results with the director, and compare it with the director's own self-evaluation.

4c. District

➤ Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.

- Include the district practices around high-quality instruction and rigorous curriculum which integrate:

- *Technology*

Cyber Village Academy has two programs. Students in our Fusion program spend three days each week on campus and two days each week online. The two online days rely on technology for instruction, handouts, teacher and peer interaction. Additionally, students are asked to do research and projects that require the use of technology in age appropriate ways. Depending on the grade level, students might be asked to create PowerPoint presentations, design and build websites, create videos, or make animations. For the on-campus days, technology is thoroughly integrated into nearly all classes. An ample supply of desktops, Chromebooks and laptops, combined with our wireless networks and bring-your-own-device approach, provides all students with the access to devices and the internet that they need. Our fully online program, PASCAL, relies heavily on various online tools, including Moodle, Skype and PowerSchool for teacher-student interaction. The curriculum includes research projects and other assessments that require the comprehensive use of technology.

- *Collaborative professional culture*

CVA enjoys an excellent collaborative professional culture. Weekly PLC meetings (large and small group) provide opportunities for us to learn from each other very regularly. Because of our Fusion schedule, we also enjoy a far-above-average amount of time for professional discussions. We choose reading for our focus area because it is the easiest place for all teachers to contribute. Because we are a K-12 school, both PLC's and general team discussions regularly include the sharing of techniques that prove beneficial to all teachers. For example, a third grade teacher might share reading techniques that help a high school science teacher more deliberately provide supportive reading instruction.

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

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