

2015-2016 World's Best Workforce Report Summary

District or Charter Name: STEP Academy

Grades Served: 6-12

Contact Person Name and Position: Traci Moore, Academic Dean

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.]

➤ www.stepacademymn.org

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.]

➤ *December 19, 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 committee is made up of 2 administrators, 2 teachers, 1 school board member, 2 students and 2 parents
Committee members are:

- Advisory committee met Wednesdays.
- Mustafa Ibrahim, Executive Director
- Dawn Madland, Academic Dean
- Keeley Vollmer AVID Teacher
- Sara Kawale, guidance counselor
- Tamany Abou Aiad, board member
- Ahmed Mursal, parent
- Marwa Borgol, parent
- And two high school students

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
N/A		

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

Goal	Result	Goal Status
N/A		

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

Goal	Result	Goal Status												
50% of STEP Academy students will meet or exceed state standards on the MCA's in math, reading, and science.	<p>The school wide proficiency rates on MCA's were:</p> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>37.3%</td> <td>43.5%</td> </tr> <tr> <td>Reading</td> <td>35.4%</td> <td>46.4%</td> </tr> <tr> <td>Science</td> <td>21.3%</td> <td>40.0%</td> </tr> </tbody> </table>		2014-15	2015-16	Math	37.3%	43.5%	Reading	35.4%	46.4%	Science	21.3%	40.0%	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
	2014-15	2015-16												
Math	37.3%	43.5%												
Reading	35.4%	46.4%												
Science	21.3%	40.0%												

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

Goal	Result	Goal Status
<ul style="list-style-type: none"> • All 8th and 10th graders will participate in the ACT Explore and PLAN to establish college readiness benchmarks. All 11th graders will take the ACT+ writing. • All 10th graders will take the ACCUPLACER in June to qualify to enroll in PSEO programs • Eligible 11th and 12th graders will apply and be accepted into PSEO programs. • All middle school students will be given the opportunity to take accelerated math classes to prepare for accelerated math classes in high school and college. • All students will complete a career interest inventory by 9th grade. 	<p><i>All 8th graders and 10th graders took the ACT Explore and plan 36 11th graders took the ACT.</i></p> <p><i>All 10th graders who met other PSEO took the ACCUPLACER.</i></p> <p><i>15 students took PSEO classes.</i></p> <p><i>4 students in 6th and 7th grade took accelerated math classes.</i></p> <p><i>All 9th graders took a career and college readiness elective class and completed this as a course requirement.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>100% of 12th graders will graduate after earning the required credits for a high school diploma.</i></p>	<p><i>Out of 19 students 18 graduated for a rate of 94%.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" 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 type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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.]

Seventy students in grades six through eight were determined to be in need of either or math or reading interventions as determined by our RtI screening tools. Students in both subject areas were chosen to receive services based on a combination of MCA, NWEA, and EasyCBM benchmark scores that were gathered for all students, and these scores were also used to select appropriate interventions for students. Student progress was measured using EasyCBM Progress Monitor probes. Reading students whose interventions were focused on phonological awareness and phonics were given the Letter Sounds, Phoneme Segmenting, and Word Reading Fluency measures. Reading students focused on reading fluency were given the Passage Reading Fluency measures. Finally, Reading students focused on reading comprehension were given the Common Core State Standards Reading measures. Students in the RTI Math program were given the Common Core State Standards Math probe to measure their progress (EasyCBM also provides specific strands to assess student progress in Math). RtI Reading students were given progress-monitoring assessments on a bi-weekly basis; RtI Math students were given progress-monitoring assessments on a monthly basis.

The following charts show the percent of students in the RTI Math and Reading programs who showed progress on standardized tests (NWEA and OLPA/MCA) and EasyCBM progress monitoring probes.

Math

Grade	EasyCBM	NWEA (MAP)	MCA/OLPA
6	90%	89%	88%
7	90%	85%	85%
8	90%	87%	93%

Reading

Grade	EasyCBM Comprehension	EasyCBM Fluency	NWEA (MAP)	MCA/OLPA
6	29%	86%	50%	67%
7	56%	78%	83%	71%
8	18%	73%	100%	91%

4. Systems, Strategies and Support Category

4a. Students

Students were given the intervention screening assessments stated previously to determine their tier and focus of intervention. They took the NWEA MAP test in reading and math in order to document a fall achievement level. In the winter, the OLPA was given to determine progress towards meeting grade level standards.

Students at STEP Academy fall into limited group size and category. Ninety percent of our population receives free and reduced lunches and 99% of students are African American. For that reason, we use growth data as a measurement of student progress, and only disaggregate for very small numbers of Special Education and ELL groups.

4b. Teachers and Principals

In 2015-2016, our teacher evaluation and development focused on providing teachers opportunities for growth and improvement with formal observation three times a year by an administrator and twice a year by a trained peer observer. Staff created professional growth plans and met with the academic dean to work on the goals set forth in the plan. Staff participated in two weeks of professional development prior to the school year and had opportunities for more PD during the course of the year. Professional development centered around areas of literacy across content area, SIOP for training to help English learners, the use of data to inform target instruction, Positive Behavioral Intervention Systems and Response to Intervention. These main areas supported better teacher understanding of these topics to help advance school wide goals. STEP Academy had a weekly staff meeting after school on Mondays and on Wednesdays there is was a professional learning community (PLC) session after school, for review and analysis of student data, and discussion of how to adjust instruction to meet student needs. The school curriculum committee met on a regular basis to review the curriculum and unit plans of teachers to verify that the scope and sequence of course offerings continued to meet standards. Our over arching goal was to improve student achievement in the core areas of reading, math, and science while providing a solid base of other courses based on the Minnesota Standards.

4c. District

STEP Academy maintains an academically rigorous experience that systematically prepares our urban student population for college, grounds them in civic responsibility, and positions them for successful careers in a competitive global economy. STEP Academy provides a STEM-focused, college preparatory program in a small learning community. In addition to the usual range of academic assessments, progress of students is measured through performance on the Accuplacer, and through ACT's eighth grade EXPLORE and tenth grade PLAN assessments. A final measure of student learning is through juniors' and seniors' PSEO acceptance and graduating seniors' acceptance into post-secondary institutions. In 2015-2016, we identified the need for more space, so our administration began the search for a new site. In our search, we specifically targeted a technology-ready space with science labs. In addition, we purchased additional devises and increased technology integration through professional development. STEP Academy has a collaborative culture. Teachers participate in PLC's and collegial observations to increase the professional culture. STEP Academy's MMR's for 2016 show the school earning 10.10 points in Proficiency, 18.65 points in Growth, and 20.10 points in Achievement Gap Reduction. All of these ratings increased from the 2014-2015 scores.

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.

Because our population is 99% Black/African American, STEP Academy is only focused on providing high quality staff for all of our student body without any differential for minority groups. According to STEP Academy's staffing profile 85% of teachers on staff meet the Highly Qualified Federal Requirement, 22% hold a Masters Degree, 6% hold a Doctorate Degree, and 65% of teachers have between three and ten years of experience in the field. In 2015-2016, STEP Academy began the process of creating teacher retention policies, as well as a more robust teacher recruitment plan. As the numbers of qualified, experienced teachers decreases, teacher shortages increase. STEP Academy, along with many other schools, is beginning to experience higher needs due to the beginning of predicted shortages. For that reason, we are committed to retaining current teachers and creating a value-add opportunity for potential hires.