



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: STEP Academy

Grades Served: 2016-17 Grades 6-12 (2017-18 Grades K-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 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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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.]

- [https://stepacademymn.org/wbwf\\_report/](https://stepacademymn.org/wbwf_report/)

#### 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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year. **December 20, 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
Keeley Tholen	Teacher
Jessica Chapman	Teacher
Traci Moore	Administration
Deeqa Hussein	Support Staff
Norien Kassab	Student
Ahmed Mursal	Parent
Marwa Borghol	Parent
Tamany AbouAiad	Board Member
Dr. Deanne Magnussen	Community Member

## 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><i>Provide the established SMART goal for the 2016-2017 school year.</i></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</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></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 grade 3</i></p>

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

Goal	Result				Goal Status																				
2016-2017 Goal 45% of STEP Academy students will meet or exceed state standards on the MCA's in math, reading, and science.	<table border="1" data-bbox="630 443 1154 915"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td><i>Math</i></td> <td>37.3%</td> <td>43.5%</td> <td>41.8%</td> </tr> <tr> <td><i>Reading</i></td> <td>35.4%</td> <td>46.4%</td> <td>39.9%</td> </tr> <tr> <td><i>Science</i></td> <td>21.3%</td> <td>40.0%</td> <td>51.2%</td> </tr> <tr> <td><i>Average</i></td> <td>31.3%</td> <td>43.3%</td> <td>44.3%</td> </tr> </tbody> </table>					2014-15	2015-16	2016-17	<i>Math</i>	37.3%	43.5%	41.8%	<i>Reading</i>	35.4%	46.4%	39.9%	<i>Science</i>	21.3%	40.0%	51.2%	<i>Average</i>	31.3%	43.3%	44.3%	<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>
	2014-15	2015-16	2016-17																						
<i>Math</i>	37.3%	43.5%	41.8%																						
<i>Reading</i>	35.4%	46.4%	39.9%																						
<i>Science</i>	21.3%	40.0%	51.2%																						
<i>Average</i>	31.3%	43.3%	44.3%																						

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

Goal	Result	Goal Status
<p><b>2016-2017 Goal</b></p> <p>1) All ninth grade students taking AVID will review their personal data, identify possible career options, and create post-secondary education plans with the assistance of our AVID and counseling staff.</p> <p>2) 10% of eleventh and twelfth grade students will attend PSEO during the 2016-2017.</p>	<p>1) <i>All ninth grade students participated in AVID and completed a comprehensive research project regarding their current career interest and which post-secondary institutions provided programs leading to a job in their chosen career field. Students have a portfolio with their career and educational goals mapped out from ninth grade through college.</i></p> <p>2) <i>43% of eleventh grade students and 41% of twelfth grade students attended PSEO during the 2016-17 school year. Combined, a total of 42% of eleventh and twelfth grade students participated in PSEO.</i></p>	<p>Check one of the following:</p> <p><input checked="" 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>100% of twelfth graders will graduate after earning the required credits for a high school diploma.</p>	<p><i>100% of the senior class earned the required credits for high school graduation and received their diploma.</i></p>	<p>Check one of the following:</p> <p><input checked="" 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.]

**Identified Need 1:** Upon reviewing student enrollment patterns, STEP Academy identified that more than 100 students were new to the school in the fall of 2016. The actual enrollment increase was just approximately 25 students, but student turnover resulted in the higher new student count. (This was due to the school moving from the Inver Grove Heights building to the current St. Paul site). This meant that the school needed to re-strategize its academic plan because approximately 25% of the student body now had a different learning profile.

**Key Data Used**

MARSS Enrollment Data- 106 students starting school at STEP Academy in 2016-2017 were new enrollees to the school.

**Identified Need 2:** Upon review of spring 2015 MCA scores and fall 2016 test scores it was determined that a more significant number of students were below grade level in both math and reading than previously planned for.

**Key Data Used**

Spring 2015 MCA Math and Reading scores.

Grade Tested	6	7	8	10	11
Reading % Does Not Meet	27%	45%	49%	41%	NA
Math % Does Not Meet	50%	27%	30%	NA	29%

Fall 2016 MAP Math and Reading Scores- Percentage of students who do not and partially meet grade level standards.

Grade Tested	6	7	8	9
Reading %	66%	39%	32%	45%
Math %	56%	40%	33%	32%

**Identified Need 3:** In the area of science, review of the Minnesota Science Standards, MCA Test Specifications, and the curriculum STEP Academy had been using lead to a realization that multiple standards were either not being met completely or not being met to the rigor expected of the Minnesota Science Standards.

**Key Data Used**

Minnesota Science Standards, MCA Test Specifications, STEP Academy Curriculum Documents

## 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.*
  - *Students took the NWEA MAP test in reading and math in order to document a fall achievement level and determine their individual academic needs for placement in the intervention program. 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-eight 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

- 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
    - Curriculum
    - Teacher evaluations
    - Principal evaluations
  - **Instruction:** Instructional review and evaluation was conducted through focus groups with teachers, students, and parents to get feedback on STEP Academy programs. In addition, instructional strategies for differentiation were studied in professional development sessions for teachers held on Fridays throughout the year.
  - **Curriculum:** Curriculum was reviewed and curriculum maps were created in the areas of ELA, Math, and Science. Curriculum Map review and updates will be an annual occurrence at STEP Academy going forward.
    - **ELA:** Reviewed curriculum for grades 7-12. Documented teaching and assessing of 2010 Minnesota ELA Standards. Purchased additional literature books.
    - **Math:** Reviewed curriculum for grades 7-12. Documented teaching and assessing of 2007 Minnesota Mathematics Standards. All grade levels transitioned from Saxon Math to Pearson Envision Curriculum.
    - **Science:** Reviewed curriculum for grades 7-12. Reviewed curriculum for grades 7-12. Documented teaching and assessing of 2009 Minnesota Science Standards. Late in the 2015-2016 school year, the science department transitioned to Interactive Science by Pearson.
  - **Teacher Evaluations:** In the spring, teachers self assess using the Minnesota Performance Standards for Teacher Practice Rubric, and meet with the Academic Dean to set a SMART goal for improvement. This goal is worked on throughout the next year. Also, an observation rubric, based on observable components of the Minnesota Rubric, is used to conduct formal observations including a pre conference, observation, and post conference. Teachers in their first year at STEP Academy are observed three times and teachers in their second+ year with STEP Academy are observed once. Finally, check ins and walk throughs are done by the leadership team, as well as collegial conversations related to process and procedure accountability.
  - **Principal Evaluations:** Leadership evaluations are conducted through a continuous feedback process, where strengths and improvement opportunities are shared with employees during monthly feedback meetings.



#### 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*
    - *Collaborative professional culture*
  - *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.*
  - ***PSEO:** Part of our mission is for our students to participate in college classes through the PSEO (Post Secondary Enrollment Options) program. Our counseling staff works to give students the information they need in middle school and early in high school so they can set themselves up to get college credit prior to graduating from high school. Coming from a student population of 98% poverty, many of our students enter college with support and exit college ahead of their grade-level peers. This makes a difference for students and their families.*
  - ***STEM:** STEP Academy believes in offering STEM opportunities for our students. The Somali community that we serve values STEM careers and the learning associated with them. All art electives are earned through digital courses including: Digital Photography, Game Design, Entrepreneurship, and Intro to Making. Our Makers Space has a 3D printer, vinyl cutter, and multiple electronics and robotics kits. All classrooms are equipped with Smart Boards and Chrome Book Carts.*
  - ***Collaboration:** STEP Academy has a collaborative culture. Teachers participate in PLC's and collegial conversations to increase professional practice specifically in the areas of instructional strategies and differentiation. In 2016-2017, teachers worked together to create curriculum maps documented in a consistent format for institutional memory.*

#### 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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
  - *STEP Academy serves 99% students of minority African American descent and 98% of students from low-income families. Our distribution of teachers and strategies is equitable because all of our teachers serve minority, low-income students. Our foremost hiring goal is to place highly qualified candidates in all of our positions. We do this by consistently reviewing our staff placements, ambitiously posting our openings, and recruiting through connections in the educational field in Minnesota including connections at the University of Minnesota and Augsburg University.*