##

2014-2015 World’s Best Workforce Report Summary

District or Charter Name BlueSky Online Charter School (4082-07)

Contact Person Name and Position Amy Larsen, Executive 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**

* The BlueSky Charter School World’s Best Workforce Report and Annual Report on Curriculum, Instruction and Student Achievement can be found on our website: <http://www.blueskyschool.org/about-us/bluesky-board/annual-reports/>

Annual Public Meeting

* BlueSky Charter School’s annual strategic plan review meeting occurred on July 29, 2015. The [agenda](http://www.blueskyschool.org/about-us/bluesky-board/previous-meetings/previous-meetings/2014-2015-board-meetings/2015-2016-board-meetings/) for the Annual Strategic Plan Review Meeting can be found on our website.

**District Advisory Committee**

* BlueSky Charter School’s District Advisory Committee and Curriculum Committee members for 2014-2015 were as follows. (BlueSky parents have been requested, multiple times, to serve on the committee. Unfortunately, there has been no parent interest to participate as of yet.)

|  |  |  |
| --- | --- | --- |
| Leah Sickmann (Chair) | Teacher/Board Member | Appointed |
| Daniel Ondich | Administration | Appointed |
| Amy Larsen | Administration | Appointed |
| Renee’ Parcheta | Administration | Appointed |
| Heather Novak | Teacher | Appointed |
| James Weiberg | Teacher | Appointed |
| Barbara DeGrote | Teacher | Appointed |
| Nicole Petersen | Teacher | Appointed |
| Taryn Hennen | Teacher | Appointed |
| Carolyn Disch | Social Worker | Appointed |
| Phaedra Poppen | Counselor | Appointed |
| Karen Kraco | Orientation & Retention | Appointed |
| Bonnie Jude | Teacher | Appointed |

## Goals and Results

| **SMART Goal** | **2014-2015 Goals** | **2014-2015 Goal Results** |
| --- | --- | --- |
| **All Students Ready for Kindergarten**  | Not applicable | Not applicable |
| **All Students in Third Grade Achieving Grade-Level Literacy** | Not applicable | Not applicable |
| **Close the Achievement Gap(s) Among All Groups** | BlueSky’s goal was to improve MCA Proficiency by 5% for its only major subgroup: Free & Reduced Lunch. | BlueSky’s MCA-Mathematics proficiency for the Free & Reduced Lunch subgroup increased from 0% in 2014 to 25% in 2015. BlueSky’s MCA-Mathematics proficiency for the Free & Reduced Lunch subgroup increased from 13.3% in 2014 to 47.4% in 2015. |
| **All Students Career- and College-Ready by Graduation**  | All BlueSky students will be required to complete a career plan prior to graduation. | 100% of BlueSky students who graduated in 2014-2015 completed a career plan and evidenced through documentation in MCIS or counselor notes in Genius SIS.BlueSky’s local graduation requirements were updated to require that “every student must have a current career plan completed and approved by a counselor in order to graduate.” |
| **All Students Graduate** | By the end of the NEO contract term, 90% of all students who enroll with a grade level appropriate amount of credit will graduate on or before their expected graduation date, determined by using the following formula: Grad Rate = Total Seniors Enrolled on Track/Total Graduated with BlueSky on Track | BlueSky’s graduation rate for students that enrolled on track was as follows:88.1% for the 2012-2013 school year82.4% for the 2013-2014 school year78.0% for the 2014-2015 school year (18.3% of students that did not enroll on track were able to graduate on time) |

## Identified Needs Based on Data

A variety of data was used during the 2014-2015 school year in order to determine student needs. This data includes state accountability tests, such as the Minnesota Comprehensive Assessments (MCAs) and NWEA MAP assessments.

Upon review of the assessment data, *reading* was identified as a primary goal and Q-Comp focus area due to a 13.3% drop in MCA scores from the 2012-2013 school year to the 2013-2014 school year. In particular, students that qualified for free and reduced lunch decreased by 20%.

Mathematics was also identified as a primary goal area. Overall mathematic scores have trended much lower than the state average. In 2014, BlueSky’s math scores were 52.3% lower than the state average. In particular, students that qualified for free and reduced lunch decreased by 15.8%, with 0% passing. Based on these needs, specific systems, strategies and supports were established and implemented and are listed in the *Systems, Strategies and Support Category* of this report.

## Systems, Strategies and Support Category

**Students**

BlueSky’s vision is to define education for the 21st century by creating an individualized, dynamic education for all students. BlueSky is committed to empowering our community by facilitating relevant learning, skills, hopes and relationships. In alignment with that vision, the following systems, strategies and supports were utilized to support students.

* All 7th through 11th grade students completed the NWEA MAP assessments in mathematics and reading twice during the school year. Student data was disaggregated based on strand and targeted interventions were provided to student groups based on identified needs.
* Students identified as having significant learning deficiencies received supports through BlueSky’s response to intervention team which included targeted one-on-one student support. This also incorporated the use of Coordinated Early Intervening Services (CEIS).
* Instructional strategies focused on identifying main ideas and reading comprehension were integrated in all content areas.
* Student services advisors provided academic coaching and guidance to all students.
* Students identified with academic and/or attendance needs were placed on Student Support Plans and Academic Probation Plans.
* All students were required to complete a career plan prior to graduation.
* A college and career readiness counselor was made available to all students. BlueSky maintains a 1:160 student to counselor ratio.
* The preceding systems, strategies and supports were continually monitored by the leadership team. Updates on progress were provided to the school board at every regular board meeting and progress is tracked using a shared spreadsheet.

**Teachers and Principals**

BlueSky’s middle school and high school principals worked closely with the Q-Comp team, Curriculum Committee and Staff Development Committee in providing relevant and meaningful professional development opportunities focused on the identified areas of need. Through this process the following supports were provided to teachers and principals:

* Professional development and technical support offered through the Minnesota Center for Reading Research (instructional strategies were implemented in all content areas).
* Data training offered through NWEA and TIES.
* Mathematics and reading intervention specialists were available to support teachers in providing tier 1 and tier 2 interventions.
* All licensed staff are organized into Professional Learning Communities.
* Staff access to a college and career readiness counselor.

**District**

At the district level the Board of Directors approved a strategic plan focused in the areas of, Student Success, Finance and Governance, High Performing Workforce, Technology, and Community Partnerships. Through the strategic plan, the school board has allocated the resources necessary to meet the district’s goals. In addition, the board receives consistent progress reports related to each of the strategic plan focus areas.

**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](http://education.state.mn.us/MDE/Welcome/AdvBCT/TeacherEquity/index.htm).

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.