

# 2016-17 World’s Best Workforce Report Summary

District or Charter Name: BlueSky Charter School

Grades Served: 7-12

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 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 (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.]

| * BlueSky’s annual report/WBWF report is published each year and distributed via email to district stakeholders. The report is posted on the BlueSky website located at <http://www.blueskyschool.org/about-us/bluesky-board/annual-reports>
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### 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.]

| * BlueSky Charter School’s annual public meeting and strategic plan review meeting was held on June 14, 2017 from 11:00 am to 3:00 pm at BlueSky’s office located at 33 Wentworth Ave E, Suite 100, West St. Paul, MN 55118. The agenda for the Annual Strategic Planning/WBWF meeting can be found on our website: http://www.blueskyschool.org/about-us/bluesky-board/previous-meetings/previous-meetings/2016-2017
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### 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** |
| --- | --- |
| Savanna Finney | Student |
| Julie Higgins | Parent |
| Janet Binsfeld | Parent |
| Jennifer McDonough | Parent/Board Member |
| Paula Forbes | Community/Board Member |
| Jim Stocco | Community/Board Member |
| Judy Pekarek | Community/Board Member |
| Matthew Schempp | Teacher/Board Member |
| Heidi Kelbel | Teacher/Board Member |
| Julie Johnson | Teacher/Board Member |
| Daniel Ondich | Administration |
| Amy Larsen | Administration |
| Renee’ Parcheta | Administration |
| Heather Novak | Teacher |
| James Weiberg | Teacher |
| Darren Sonenstahl | Teacher |
| Barbara DeGrote | Teacher |
| Erin Winchell | Teacher |
| Karen Kraco | Teacher/Advisor |
| Brenda Ritter | Teacher/Orientation/Retention |
| Bonnie Jude | Special Education Teacher |
| Carla Anderson-Diekmann | Counselor |
| Kate Hanley | Parent |
| Miyah Johnson | Student |
| Jason & Sandy Johnson | Parents |

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## 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** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2016-2017 school year.*  | *Provide the result for the 2016-2017 school year that directly ties back to the established goal.* | *Check one of the following:*[ ]  *Goal Met*[ ]  *Goal Not Met*[ ]  *Goal in Progress (only for multi-year goals)*[x]  *District/charter does not enroll students in Kindergarten* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2016-2017 school year.* | *Provide the result for the 2016-2017 school year that directly ties back to the established goal.* | *Check one of the following:*[ ]  *Goal Met*[ ]  *Goal Not Met*[ ]  *Goal in Progress (only for multi-year goals)*[x]  *District/charter does not enroll students in grade 3*  |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2016-2017 school year.*1. 14.1% or more of BlueSky's FRL 7th, 8th, and 11th grade students enrolled prior to October 1st will meet or exceed state mathematics as measured by All Accountability Tests (mathematics).
2. 48.3% or more of BlueSky's FRL 7th, 8th, and 10th grade students enrolled prior to October 1st will meet or exceed state reading proficiency as measured by All Accountability Tests (reading).
 | *Provide the result for the 2016-2017 school year that directly ties back to the established goal.*1. During the 2016-17 school year 20.7% of BlueSky’s FRL students enrolled prior to October 1st met or exceed expectations as measured by All Accountability Tests (mathematics).
2. During the 2016-17 school year 54.2% of BlueSky’s FRL students enrolled prior to October 1st met or exceed expectations as measured by All Accountability Tests (reading).
 | *Check one of the following:*[x]  *Goal Met*[ ]  *Goal Not Met*[ ]  *Goal in Progress (only for multi-year goals)*[x]  *Goal Met*[ ]  *Goal Not Met*[ ]  *Goal in Progress (only for multi-year goals)* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2016-2017 school year.*BlueSky's number of students that graduate with a completed Personal Learning Plan is more than 85.0% for the 2016-17 school year. | *Provide the result for the 2016-2017 school year that directly ties back to the established goal.*During the 2016-17 school year 100% of students graduated with a Personal Learning Plan. | *Check one of the following:*[x]  *Goal Met*[ ]  *Goal Not Met*[ ]  *Goal in Progress (only for multi-year goals)* |

### 2e. All Students Graduate

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2016-2017 school year.*By the end of the 2016-17 school year, 80% 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: Grade rate = Total current year seniors enrolled on track at the time the student started at BlueSky and graduated/total current year seniors enrolled on track at the time the student started at BlueSky | 90.5% (57/63) of students with a graduation year of 2016-17 that enrolled on track graduated on track. In addition, 23.1% (9/39) of students with a graduation year of 2016-17 that were not on track at the time of enrollment were able to graduate on track. | *Check one of the following:*[x]  *Goal Met*[ ]  *Goal Not Met*[ ]  *Goal in Progress (only for multi-year goals)*[ ]  *District/charter does not enroll students in grade 12* |

## 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.]

| * *A variety of data was used during the 2016-2017 school year in order to determine student needs. This data included state accountability tests, such as the Minnesota Comprehensive Assessments (MCAs), NWEA MAP assessments, course passing data, course assessment data, student demographics and instructional strategy implementation data.*
* *Review of the assessment data identified reading as a primary goal and Q-Comp focus area due to Fall 2016 NWEA results predicting overall lower student baseline scores. Data also indicated an inconsistent performance pattern in regards to reading when compared to mathematics.*
* *Mathematics was also identified as a primary goal area. Overall mathematics scores have trended much lower than the state average despite a 5.3% increase from the 2014-2015 school year to the 2015-2016 school year. In particular, students that qualify for free and reduced lunch were identified as a focus area to close the achievement gap.*
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## Systems, Strategies and Support Category

### 4a. 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 and the use of Coordinated Early Intervening Services (CEIS).*
* *All core content area curriculum, instruction, and assessments are aligned to Minnesota State Academic Standards.*
* *Instructional strategies focused on identifying main ideas, reading comprehension, textual evidence and Cornell Note Taking.*
* *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 that included targeted interventions.*
* *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 1:150 counselor to student 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.*
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### 4b. 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.*
* *Professional development and technical support focused on the use and integration of the First Principles of Instruction in conjunction with instructional strategies for identifying main ideas, reading comprehension, textual evidence and Cornell Note Taking.*
* *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.*
* *A Tiered Fidelity Inventory (TFI) was conducted twice to monitor program progress in the areas of mathematics, reading and behavior.*
* *A MTSS audit inclusive of recommended actions was conducted by the Center for Applied Research and Educational Improvement (CAREI).*
* *All licensed staff are organized into Professional Learning Communities.*
* *Licensed staff are evaluated three times per year in accordance to state law and BlueSky’s state approved Q-Comp program with a focus on effectiveness of instruction.*
* *Principals are evaluated using a process based on the Minnesota model for principal evaluation.*
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### 4c. District

| * + - *At the district level the Board of Directors approved a strategic plan focused on 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. As an online school, technology plays an important role in the delivery of high quality curriculum and instruction. Teachers, support staff, and administration utilize cutting edge dashboards and reports to monitor student achievement and progress.*
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## 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.

| * + *BlueSky Charter School is a single site district serving students across the state of Minnesota in grades 7-12. Therefore, all students have equitable access to effective, in-field, experienced teachers because there are no geographic barriers to meeting this requirement.*
	+ *BlueSky’s hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.*
	+ *BlueSky’s principals, in conjunction with department leads, review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.*
	+ *BlueSky administration and human resources review internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky’s licensed staff profile.*
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