

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: STRIDE Academy

Grades Served: k - 8

Contact Person Name and Position: Brett Fechner – 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 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

[MDE.WorldsBestWorkForce@state.mn.us](mailto: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.]

The annual report and the WBWF report are both posted on our webpage.

<http://strideacademy.org/mandatory-reporting/>

#### 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.]

November 15, 2016 at 6:00pm. Location will be in room 120

December 6, 2016. Location room 120

## 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.]

- Monica Schraut – teacher & board member; Nathan Schwieters – teacher and board member; Mary Swanson – Parent and Math Director; Margaux Hylla – Literacy Director; Jamie Goebel – principal and parent; Brett Fechner – executive director; Kim Whaley – parent and support staff member; Sheena Schraut – parent;

## 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
<p>STRIDE Academy will host two Pre-K nights where at least 75% of our incoming families and students will participate by May 15, 2016.</p> <p>100% of STRIDE Academy incoming families will be provided information by May 15, 2016 on the expectations of STRIDE Academy students related to both academics and social skills.</p> <p>100 % of STRIDE Academy incoming kindergarten students will participate in a math and reading placement test by August 30<sup>th</sup>, 2016.</p>	<p>STRIDE Academy hosted a Pre-K night where 75% of incoming parents and students were introduced to The 7 Habits and The Leader In Me by our staff and our Student Lighthouse Team. Our Student Lighthouse Team led tours of the building and explained the expectations and values of STRIDE Academy and The Leader In Me.</p> <p>100% of incoming families were provided a list of academic expectations and The Leader In Me expectations prior to enrollment.</p> <p>100% of students completed their math and reading placement tests prior to August 30<sup>th</sup>, 2016.</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 Kindergarten</p>

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

Goal	Result	Goal Status
<p>Reading NWEA – By June 4, 2015 80% of all 3<sup>rd</sup> grade reading students will be within one (1) point of their RIT goal in the area of reading as</p>	<p><b>NWEA Spring 2016 results:</b>  <u>Kindergarten</u> – 82.4% of all kindergarten students were within one (1) point of their RIT goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

Goal	Result	Goal Status
<p>determined by the Spring/fall entry to Spring to Spring NWEA Assessments.</p> <p>By June 4<sup>th</sup>, 2016 80% of all students in grades k – 3 will be above the 40<sup>th</sup> percentile as measured on the NWEA Spring assessment.</p> <p>MCA Reading- The percentage students enrolled October 1 in 3<sup>rd</sup> grade at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA III &amp; MTAS) will increase from 62.9% in 2015 to 65.7% in 2016.</p>	<p><u>1<sup>st</sup> grade</u> – 60.5% of all 1<sup>st</sup> grade students were within one (1) point of their RIT goal.</p> <p><u>2<sup>nd</sup> grade</u> – 81.5% of all 2<sup>nd</sup> grade students were within one (1) point of their RIT goal.</p> <p><u>3<sup>rd</sup> grade</u> – 42% of all 3<sup>rd</sup> grade students were within one (1) point of their RIT goal.</p> <p><u>Kindergarten</u> – 70% above the 40<sup>th</sup> percentile which is considered at or above grade level.</p> <p><u>1<sup>st</sup> grade</u> – 63% above the 40<sup>th</sup> percentile which is considered at or above grade level.</p> <p><u>2<sup>nd</sup> grade</u> – 66% above the 40<sup>th</sup> percentile which is considered at or above grade level.</p> <p><u>3<sup>rd</sup> grade</u> – 68% above the 40<sup>th</sup> percentile which is considered at or above grade level.</p> <p><b>3<sup>rd</sup> Grade MCA results:</b> Only 31.1 % of our 3<sup>rd</sup> grade students met or exceeded on the 2016 MCAs.</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 3</i></p>

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

Goal	Result	Goal Status
<p>The percentage of ELL students enrolled October 1 in grades 3-8 at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on the state accountability test (MCA III) will increase from 25.0% in 2015 to 31.0% in 2016.</p> <p>The percentage of Black students enrolled October 1 in grades 3-8 at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on the state accountability test (MCA III) will increase from 35.4% in 2015 to 41.4% in 2016.</p> <p>By the conclusion of FY16, for reading, the proficiency rate for each subgroup for students who have been at STRIDE for three or more years and for which the School had publicly reportable/sufficient subgroup counts in 2013 will be less than:  <math>[0.375 \times (100 - 2013 \text{ subgroup proficiency rate})] + 2013 \text{ subgroup proficiency rate}</math></p> <p>Each year, the School will administer a nationally-normed assessment in each grade. At least 50% of the students who were enrolled in FY2014 and below the 75th percentile and who remain in the school through FY2016 will increase their national percentile ranking at least one percentage point.</p>	<p>As related to the SPRING MCA state assessment 14.5% of EL Students enrolled prior to October 1<sup>st</sup> either met or exceeded on the state accountability test.</p> <p>As related to the SPRING MCA state assessment 19.4% of Black Students enrolled prior to October 1<sup>st</sup> either met or exceeded on the state accountability test.</p> <p>Target percentage for Black Students was 60.13% as identified by formula and 36.8% of STRIDE Academy 3 year Black Students met the proficiency level.</p> <p>Target percentage for EL Students was 50.88% as identified by formula and 50% of STRIDE Academy 3 year EL Students met the proficiency level.</p> <p>The number of grade 2 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 37 students (62% increased their national percentile ranking at least one percentage point.)</p> <p>The number of grade 3 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 40 students (68% increased their national percentile ranking at least one percentage point.))</p> <p>The number of grade 4 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 19 students (74% increased their national percentile ranking at least one percentage point.)).</p> <p>The number of grade 5 reading students who were enrolled at STRIDE, were</p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress  (only for multi-year goals)</p>

	<p>below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 17 students (59% increased their national percentile ranking at least one percentage point.)).</p> <p>The number of grade 6 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 20 students (75% increased their national percentile ranking at least one percentage point.)).</p> <p>The number of grade 7 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 8 students (100% increased their national percentile ranking at least one percentage point.)).</p> <p>The number of grade 8 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 14 students (64% increased their national percentile ranking at least one percentage point.)).</p> <p>Overall – 68% of students who attended STRIDE for 3 + years and were below the 75<sup>th</sup> percentile increased their national percentile rank by at least 1 percentile point.</p>	
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**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p>90% of students and 90% of staff will know each of The 7 Habits AND be able to apply The 7 Habits in their personal and professional life June 15, 2016.</p> <p>STRIDE Academy will host 2 Leadership Evenings highlighting and utilizing The 7 Habits of Highly Effective People led by both students and staff by May 30, 2016.</p>	<p>STRIDE Academy led an introductory meeting for our families the beginning of November 2015 where approximately 75 families attended.</p> <p>STRIDE Academy teachers, administration, and all staff have The 7 Habits posted in classrooms, offices, and hallways and these are used and referenced for teaching and learning opportunities with all students.</p> <p>STRIDE Academy hosted a leadership day on March 24, 2016 where students were led through leadership activities and participated in community activities to develop communication skills, apathy, leadership, integrity, problem solving, and team building.</p> <p>STRIDE Academy hosted a Pre-K night where incoming parents and students were introduced to The 7 Habits and The Leader In Me by our staff and our Student Lighthouse Team. Our Student Lighthouse Team led tours of the building and explained the expectations and values of STRIDE Academy and The Leader In Me. This occurred on May 3<sup>rd</sup>, 2016</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><i>Provide the established SMART goal for the 2015-2016 school year.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p>	<p>Check one of the following:</p> <p><input 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 checked="" 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 2015-2016 school year and the data the needs were based upon.*

*STRIDE used the NWEA data for students in grades k – 8 to aid in the placement of students in both math and reading classes. In addition, we used MCA data to help with the placement of students in grades 3 – 8. As we reviewed data we determined the need for additional Title teachers, SPED teachers, and EL teachers. We added a research based curriculum for our after school program and we adjusted the focus to reading only. Students within the 30 – 60 percentile based on NWEA and does not meet or partials on the MCA were identified and invited to attend the after school program. We have 85 students in this program. We hired accordingly. We added an additional 0.5 math teacher to reach 2 full time math teachers and we hired a licensed ELA teacher to replace the ELA teacher on a variance. Finally, we hired a specialist for our students in grades 6 – 8 to work with the lowest level math and reading students. These students have an additional math class and/or reading class based on their data and their needs.*

### 4. Systems, Strategies and Support Category

#### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
  - *Academic team (administration, content directors, EL coordinator, and Title teachers reviewed MCA data – including proficiency by all students and proficiency by students enrolled more than 3 years, reviewed growth data for all students as identified on MCA reading and math tests, and reviewed NWEA data which compared student growth from Spring 2015 to Spring 2016 and 3 year student growth.*
  - *Data was disaggregated by grade level, ethnicity, EL vs non-EL students, FRL students and non-FRL students. Both proficiency data and growth data was reviewed for all students.*

#### 4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
- System to review and evaluate the effectiveness of:
    - Instruction – Both principals conducted 3 observations for each teacher. The process included both a pre- and a post-conversation centered around what would be instructed and observed and then what was instructed and observed. Goals were set based on each observation. The rubric which is used is a modified version of Charlotte Danielson’s instructional rubric.
    - Curriculum – During the 2015 – 2016 school year we implemented The Journeys reading program for the first year. End of year review by literacy director was conducted in August to prepare for the 2016 – 2017 school year. Next steps will be to review English Language Arts classes (reading classes) to refine the alignment of state standards into ELA classes. This will include the focus on guiding reading, silent sustained reading, and conferencing with goal setting. In math classes we will be focusing on the Saxon structure and routines and focusing on lesson instruction based on state standards and student needs. We have a group of teachers reviewing science standards and ordering materials for the 2016 – 2017 school year for all grades (k-8)
    - Teacher evaluations – Both principals conducted 3 observations for each teacher. The process included both a pre- and a post-conversation centered around what would be instructed and observed and then what was instructed and observed. Goals were set based on each observation. The rubric which is used is a modified version of Charlotte Danielson’s instructional rubric.
    - Principal evaluations – Executive Director meets with principals at the end of year... They complete their personal evaluation using the MN state principal evaluation. In conjunction the Executive Director completes his evaluation of each principal. Then we meet and review the evaluation and set goals for the upcoming school year.

#### 4c. District

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
- Include the district practices around high-quality instruction and rigorous curriculum which integrate:
    - Technology – PD is centered on Google Drive (Docs, Sheets) for staff to use
    - Our Professional Learning Communities are focusing on the following areas: Brain Breaks 2 groups of 5 teachers each; Gradual Release of Responsibility – 1 group of 4 teachers; Guided Reading – 2 groups of 4 teachers each; Hands-On Learning – 1 group of 4 teachers; Informational Text – 1 group of 4 teachers; Language Acquisition – 1 group of 3 teachers; Scaffolded Instruction – 2 groups of 4 teachers each; Student Data Portfolios – 1 group of 5 teachers; Student Engagement 2 groups of 5 teachers each; Student Support – 1 group of 9. In addition our PD days will focus on EL culture and developing positive relationships, The Leader In Me, Data Driven Instruction, and Literacy strategies in all content areas with all students



## 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.

*Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*

- *Administration reviews MCA data, NWEA data, behavior data, and parent surveys to determine placement of teachers at each grade level. In addition, we level our students and administration (including math, literacy, and EL directors) review the list of teachers to assess their strengths in math and reading instruction & in classroom management and relationship building. We assign our strongest teachers (based on their content knowledge) with the lower level math and reading classrooms. In addition, we make sure their classroom management skill align to the students which are assigned to them for math and reading.*
- *Our low-income population is approximately 50% and our EL student population is approximately 20%. The strategies we have used are with staff and student needs. We have hired and placed 3 title teachers working with our Title students (predominately students who are low-income) and 3 EL teachers with 3 EL paras for our EL students. We have both pull-out and push-in models being utilized for our EL students and our title students.*