



World's Best Workforce Summary Report 2014-15

Odyssey Academy ISD#4030

John Sedey, 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

- Website link to [Odyssey Academy's WBWF Annual Report](#).

Annual Public Meeting

- Annual School Board public meeting to review progress in the 2014-2015 school year took place on 9/2/15.
- Link to [Board Minutes](#).

District Advisory Committee

- Odyssey Academy's District Advisory Committee is guided by the Director of Community Relations and Support Services and is comprised of two staff members, three parents and two community members.
- The committee meets quarterly and makes recommendations to the board to assist in focusing the work of the school on implementing the WBWF plan.

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	Odyssey Kindergarten students will improve grade level proficiency by 15% from the beginning to the end of the year as measured by the first and fifth tests of the year. Only students who took the first and fifth STAR Reading and Math tests will be included in the data.	<p><i>We met the STAR proficiency goal in 2014-2015 our Reading results was +17%.</i></p> <p><i>We met the STAR proficiency goal in 2014-2015 our Math results were +17%.</i></p>
All Students in Third Grade Achieving Grade-Level Literacy	The percentage of K-3 students will improve grade level proficiency by 15% from the beginning to the end of the year as measured by the first and fifth tests of the year. Only students who took the first and fifth STAR Reading tests will be included in the data.	<p>The scores of the K-3 students in Reading and Math are as follows:</p> <p><i>Kindergarten: Met Goal 17%Reading/17%Math</i> <i>First Grade: Met Goal 39%Reading/38%Math</i> <i>Second Grade: Met Goal 20%Reading/23%Math</i> <i>Third Grade: Did not meet 17%Reading/17%Math</i></p>
Close the Achievement Gaps Among All Groups	<p>The percentage of all students in grades 3-8 enrolled by October 1, 2014 who are proficient on the State Reading Accountability test will increase from 31% to 36%.</p> <p>The percentage of all students in grades 3-8 enrolled by October 1, 2014 who are proficient on the State Math Accountability test will increase from 27% to 32%.</p>	<p>We did not meet the proficiency goal in 2014-2015 our Reading results were 26.3%.</p> <p>We did not meet the proficiency goal in 2014-2015 our Math results were 31.8%.</p>

All Student Career-and College-Ready by Graduation	Overall grade level proficiency for students in all grades will increase by 10% as determined by a comparison of the first and fifth STAR Reading and Math assessments of the year.	We did not meet the STAR proficiency goals in 2014-2015. Reading results were +9.0% and Math results were -2.0%.
All Students Graduate	We are a K-8 school there are no 12 th graders.	We are a K-8 school there are no 12 th graders.

Identified Needs Based on Data

- Our comprehensive needs assessment shows that the overall view of school was positive, but teachers were unsure about the purpose of improvement plan. MCA data made us ask more questions about the cause of movement in both directions. We looked at the data more closely to put names with the data points to further focus instruction. The root cause analysis done was on Dec. 8 showing we have a lack of school wide consistency in teaching methods. Our literacy curriculum is not standards based. Our Literacy and Math curriculum needs to be aligned to the standards. We will begin using formative assessments school wide. Staff will be trained to reflect on current PLC processes and how can we make them better. Review of our prior years smart goal showed we did not meet the previous year's goal. As a result we will continue work with formative assessment school wide during the 2015-2016 school year. We worked to increase the rigor of the PLC's. For 2015-2016 we added an Instructional Coach and new Executive Director with a Board focus on curricular alignment and increased student proficiency.

Systems, Strategies and Support Category Students

- Below find some of the support offered to students during the 2014-2015 school year to meet the goals. A full list can be found in our full report on our website.
 - Grades kindergarten through fifth is organized on an elementary model. In addition, to an hour of both math and literacy, science and social studies are delivered in their home classrooms.
 - Four special classes, with two offered each day, are taught outside of the home classroom. These are art, music, physical education, and media.
 - Grades six through eight are organized on a middle school model. All students have daily, one-hour classes in Language Arts, Math, Science, and Social Studies. In addition, they have two of the four specials (see above) each day.
 - Student achievement in the meeting of standards is done through

formative assessments that are done by teachers using text-developed instruments, Renaissance Accelerated Reading and Math strategies, STAR assessment in both areas, as well as teacher observations. Student progress is shared with families in mid trimester conferences and through standards-based trimester grade reports.

Teachers and Principals

- Student achievement in the meeting of standards is done through formative assessments that are done by teachers using text-developed instruments, Renaissance Accelerated Reading and Math strategies, STAR assessment in both areas, as well as teacher observations. Student progress is shared with families in mid trimester conferences and through standards-based trimester grade reports.
- With the adoption of the Renaissance Learning system for by math and literacy, several professional development webinars were provided, as guided by our Instructional Coach. In addition, all teachers took part in an eight, one-hour components of Teacher Language as developed by Responsive Classroom.
- Student learning is formally measured by the administration of NWEA (fall/winter/spring), STAR assessments in math and literacy (five times), AIMSweb, and MCAs.
- Weekly professional learning communities (PLCs) -Review the data in their mission to place students appropriately within the curriculum and to design interventions when indicated.
- Extended day and extended year programming is offered to students who are referred for additional help in the development of math, literacy, and social skills.
- The nine-member school board meets monthly and is the policy setting body. The board hires the Executive Director responsible for the overall management of the school.

Systemic, Building or District

- Support offered at the systemic or district level during the 2014-2015 school year to meet the goals.
 - The school materially complies with all applicable laws, rules, regulations and provisions of its charter contract.
 - The curriculum is guided by state standards. The instructional year is 173 days. School meets for eight hours per day. Odyssey is classified as a Title I school, and receives funding to serve struggling students.
 - Special education programming is offered for students identified for federal settings 1 and 2. Slightly more than ten percent of students have an active Individual Education Plan (IEP).
 - An English Learner (EL) teacher is available to assist students who are in need of academic language services within their respective content areas.