



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

District or Charter Name: Northwest Passage High School

Grades Served: 9-12

Contact Person Name and Position: Peter Wieczorek, 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](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.]

➤ nwphs.org

#### 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.]

➤ October 17, 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
Laura Imholte	Parent
Elizabeth Ryan	Parent
John Booth	Parent
Barb Lux	Parent
Brandi Greer	Teacher
Val Miller	Teacher (Special Education)
Vashti Pearson	Paraprofessional
Peter Wiczorek	Director

## 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</i> <i>(only for multi-year goals)</i></p> <p><b><i>x District/charter does not enroll students in Kindergarten</i></b></p>

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

Goal	Result	Goal Status
		<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</i> <i>(only for multi-year goals)</i></p> <p><b><i>x District/charter does not enroll students in grade 3</i></b></p>

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

Goal	Result	Goal Status
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<p>Students of all special populations (ethnicities, economic indicator, special education) will show academic growth across two valid NWEA MAP assessments within 15 percentage points of all other related special populations.</p>	<p><b>Percent of student population whose Math NWEA MAP RIT score improved over two valid test sessions:</b></p> <p>White: 73%  Hispanic / Latino: 100%  Black / African American: 60%  Range of difference: 13%  Special Education: 74%  General Education: 73%  Range of difference: -1%</p> <p><b>Percent of student population whose Reading NWEA MAP RIT score improved over two valid test sessions:</b></p> <p>White: 57%  Hispanic / Latino: 100%  Black / African American: 100%  Range of difference: -43%  Special Education: 60%  General Education: 60%  Range of difference: 0%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i></p>
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**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
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<p><b>Post Secondary Readiness</b>  All NWPHS graduates will have a college and career readiness plan. The planning will begin in 9th grade. Each grade cohort will be assigned three-four advisees who will meet with the cohort once a month to plan and discuss post secondary options. Events will be planned throughout the year to help students and parents make wise decisions, including college fairs, FAFSA seminars, and P.S.E.O. information. Additionally, all 11<sup>th</sup> grade students will complete a Life Skills course and all 12<sup>th</sup> graders will participate in a Senior Seminar.</p> <p><b>Cohorts</b>  Students participate in grade level Cohorts for 90 minutes once a month. Cohorts focus on grade specific content designed to help students be successful during high school and with post-secondary pursuits. 9th graders focus on study skills, career inventories and portfolio development. 10th graders worked on lifestyle choices, multiple intelligence surveys, and career panels. 11th grade investigates post-secondary pursuits such as college tours and applications, career panels and college applications. 12th is spent on senior transition plan and portfolio completion.</p>	<p><i>All 2017 NWPHS graduates had a completed career and college readiness plan integrated into the Senior Portfolio.</i></p> <p><i>All other students currently enrolled at NWPHS have an in progress career and college readiness plan in the portfolio.</i></p> <p><i>Cohort groups meet each month during the 2016-17 school year.</i></p>	<p>Check one of the following:</p> <p><b>X Goal Met</b>  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress  (only for multi-year goals)</p>
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**2e. All Students Graduate**

Goal	Result	Goal Status
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<p><i>Based on the reality that NWPHS serves an at-risk population in which on average 60% of our students enroll during their junior, senior or after their cohort has already graduated it has been established that 80% of enrolled seniors will graduate on their cohort graduation timeline.</i></p>	<p><i>83% of eligible 2017 graduates completed their course of work and received their diploma.</i></p>	<p><i>Check one of the following:</i></p> <p><b>X Goal Met</b></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 type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>
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### 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.]

#### ***Test Scores***

NWPHS will continue to administer NWEA testing in the fall and spring of each school year. 70% of incoming 9th graders will show one years growth for every one year at NWPHS. 60% of all other students will show one years growth for every one year at NWPHS. NWPHS will implement for the 2016-17 school year a program to identify and support students who are not achieving at grade level in math and reading.

*73% of incoming 9<sup>th</sup> graders were at or above national grade level mean for spring 2017 in math.*

*74% of incoming 9<sup>th</sup> graders were at or above national grade level mean for spring 2017 in reading*

*71.5% of 10<sup>th</sup> and 11<sup>th</sup> graders were at or above the national grade level mean for spring 2017 in math*

*58.5% of 10<sup>th</sup> and 11<sup>th</sup> graders were at or above the national grade level mean for spring 2017*

#### ***Project Completion***

NWPHS students are expected to earn 2.5 credits in independent Project work each year. NWPHS staff will work closely with students and parents to foster a greater sense of responsibility and understanding of the implication for not completing the minimum credit requirements. Staff will also help students better organize and manage their projects and timelines. All students have a Personal Learning Plan to help manage project work.

#### ***D. Course Completion***

NWPHS students are expected to complete 5-seminar course and a M-term project each school year for a total of 2.75 credits. Earning full credit in a course is equivalent to earning at least a B in a traditional school course. NWPHS staff will continue to work closely with students and parents to provide updates and expectations for full completion.



## 4. Systems, Strategies and Support Category

### 4a. Students

#### ***Assessments***

Every project and course will include at least two assessments. A student self-assessment and an assessment from the staff member approving the project or leading the course. Assessments will be documented in Project Foundry and discussed between the student and staff member. Assessments will be primarily from the 7 skills for 21st century learners, but other approved assessments can be used.

#### ***Conferences/Parent Communication***

Parents/Student/Advisor conferences will be held three times during the school year. Conferences are 30 minutes in duration and must include all three members of the educational team – advisor, parent and student. The conferences will progress from advisor lead to student lead during the course of the school year. In addition to conferences advisors will establish a regular communication plan with parents. Communications between advisors and parents will be a minimum of bi-monthly. In 2016-17, NWPHS had a 91% attendance rate at conferences.

#### ***Personal Learning Plans***

All students will have a yearly PLP that includes short and long term academic, social and postsecondary goals. PLPs will be created and approved by student, parent and advisor. PLPs will be reviewed at conferences.

#### ***Portfolios***

80% of graduating seniors will have completed a digital learning portfolio highlighting their growth and best works. Portfolios are started upon enrollment at NWPHS and have minimum yearly entries. The senior transition plan is the final entry and is required for all graduates regardless of portfolio completion. In 2016-17, 90% of graduation seniors completed a digital portfolio.

### 4b. Teachers and Principals

Teachers are formally reviewed annually. Evaluations are completed for each staff member by the Director and also contain a self-reflection component. Teachers participate in an annual review meeting with the Director which includes input on performance by reviewing the data collected from self reviews, student achievement, staff course evaluations, and classroom observations. Director does two informal and one formal observation throughout the school.

The NWPHS school board evaluates the performance of the director in management, board governance, staffing, finance and community relationships. During the annual review for the director and the teachers, personal and professional goals are developed which are then reviewed at the next evaluation.

#### 4c. District

*Northwest Passage Charter High School is its own district. As such the Director and the school board have established a strategic plan and yearly goals. A technology plan is established every year that includes staying up to date with one-to-one computer initiatives, and student access to up to date technologies such as 3D printers, digitizers, recording and movie making software and other needed technologies to supplement project based learning. Teachers are provided ongoing professional development including 10 days during the summer months, weekly staff meetings and monthly in-house and conference training.*

### 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.

Northwest Passage High School staff have an average of 10 years experience in teaching "at-risk" populations of students. In addition, 40% of our teaching staff have advanced degrees.

NWPHS is a small school with a maximum of 185 students and class sizes of no more than 16 students. Students are assigned advisors that are with them from the time they enroll to the time they graduate. Additionally, students have the ability to work with any teacher with the school providing the with the opportunity to work with content specialists, as well as, teachers they have built relationships with. NWPHS has a three building campus. Each building has a distribution of veteran teachers, new teachers, and special education teachers, in addition to many specialists - all providing students with continual support.