



## **2014-2015 World's Best Workforce Report Summary**

District or Charter Name: Minnesota Transitions Charter School  
Contact Person Name and Position: Patricia Brostrom, Superintendent

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

### **Stakeholder Engagement**

#### **Report**

The report will be on the website at: [www.mtcs.org](http://www.mtcs.org)

#### **Annual Public Meeting**

The Annual Public Meeting was held at MTS High School on February 26, 2015. The meeting was attended by MTS staff, students, families and community members. The MTS Superintendent reported on the financial status of MTS and student achievements. New board members were elected and the WBWF plan was discussed.

#### **District Advisory Committee**

The District Advisory Committee is comprised of two groups; the MTS Board of Directors and the Planning Committee. The Board of Directors meets monthly and the Planning Committee, which is comprised of parents, teachers and administrative staff, meet quarterly.

## Goals and Results

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	<i>Not applicable as MTS does not have a pre-school program</i>	
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>All Third Grade students will increase their reading proficiency score by 10% as measured by the 2015 MCAs.</i>	<i>This goal was partially met as Banaadir Academy scores went from 45.4% to 47.2%. The MTS Elementary scores decreased from 39.7% to 37.3%.</i>
<b>Close the Achievement Gap(s) Among All Groups</b>	<i>All MTS students enrolled as October 1, 2014 will increase their reading proficiency score from 35.1% to 45.1%</i>	<i>This goal was met as the overall reading proficiency score was 49%.</i>
<b>All Students Career- and College-Ready by Graduation</b>	<i>All MTS students will participate in career exploration activities. Middle School and High School students will use the MNCIS and MNCIS Jr. for further career and college exploration.</i>	<i>All MTS students participated in career and college exploration activities. MTS students were able to utilize the MTS Career Academies and the work experience program.</i>
<b>All Students Graduate</b>	<i>MTS will increase the graduation rate from 34.6% in 2014 to 50% in 2015.</i>	<i>MTS increased the graduation rate to 73% in the 2014-2015 school year, an increase of 38.4%.</i>

## **Identified Needs Based on Data**

MTS used results from the MCAs and NWEA assessments to determine the needs for the 2014-2015 school year. The biggest need at the Elementary levels was reading curriculum that was based on the Minnesota standards. Staff at the MTS Elementary School and Banaadir Academy formed curriculum committees to review reading curriculum which was purchased in the spring of 2015.

At the Middle School and High School levels, it was determined that additional reading and math instruction was needed for students. MTS hired additional staff to work with students whose scores on the MCAs were “not meeting expectations”.

The NWEA is administered three times per year, Fall, Winter and Spring. These assessments allow staff to monitor the progress of students and target the areas of learning for each individual student. All MTS programs allow for additional reading and math instruction.

## **Systems, Strategies and Support Category**

### **Students**

MTS maintains small class sizes to facilitate a better learning environment for students. Classes range in size from 12 to 20 students. Several classrooms also have paraprofessional support that allows for one-on-one instruction. Banaadir Academy and the MTS Elementary School also had Reading Corps and Math Corps members to assist students.

MTS hired additional Title I staff and ELL staff for the MTS Elementary School, MTS Middle School, MTS High School and Banaadir Academy. There has been an increase of ELL students enrolling at MTS over the past two years. The MTS High School’s ELL population has risen to more than 30% in the 2014-2015 school year with the majority of the students being Hispanic. This has resulted in a need for more ELL staff to work with students who are coming to MTS and speak little or no English.

In the 2014-2015 school year Banaadir Academy and the MTS Elementary School offered after school tutoring as part of their program. Students were selected based on the NWEA assessments. This allowed staff to provide additional instruction time for students. This was a voluntary program for students. Approximately 125 students participated.

Title Nights were also held throughout the year. Families were invited to each program and the parents worked with teachers on how to promote learning at home. Each Title Night was successful with more than 80% of the families participating.

### **Teachers and Principals**

MTS hired a full time Director of Curriculum and Instruction for the 2014-2015b school year. This staff member worked with all programs on curriculum review and best instructional practices. The Director of Curriculum and

Instruction has set up a curriculum review cycle that will allow MTS Directors and staff to review their current curriculum in a timely manner and make changes to the curriculum as needed.

MTS is a Quality Compensation (Q Comp) district. All instructional staff are evaluated a minimum of three times per year and must follow the mandated Q Comp goals. Each program has both school wide goals and classroom goals that must be attained during the school year. An MTS Director is assigned to the district as the Q Comp Coordinator and is responsible for reviewing all data from each program to ensure that goals have been met.

Every MTS Program Director is an Instructional Leader. The Directors are responsible for evaluating all staff, including aides and paraprofessionals. The Directors monitor the progress of the school wide and classroom goals and report the progress to the Q Comp Coordinator.

## **District**

The MTS Leadership team is comprised of the Superintendent, Director of Curriculum and Instruction, Director of Special Education and all Building Directors. The team works together to determine the professional staff development calendar for the year. The team reviews all evaluations and improvement plans as needed. The MTS Leadership team reports all programs' progress to the MTS Board of Directors.

## **Equitable Access to Excellent Teachers**

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](#).

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.