

2015-16 WORLD'S BEST WORK FORCE REPORT

Stakeholder Engagement

Annual report

Website: The 2015-16 College Prep Elementary Annual Report is published on the school website.

[Website Link to Charter Annual Report](#)

Annual Public Meeting

Date of Annual Public Meeting: College Prep Elementary Annual Public Meeting took place on June 20, 2016.

Website: Attached in hyperlink are the minutes from this meeting. [Website Link to Minutes from June 20, 2016 Annual Public Meeting](#)

District Advisory Committee

College Prep Elementary District Advisory Committee met twice during the 2015-2016 school year. The first meeting was on April 25, 2016, in the CPE conference room, and the following members were present:

- Nao Thao(specialist teacher)
- Emily Webster (lower grade teacher),
- Jen Andrews van Horne (ELD teacher)
- See Xiong, (middle grade teacher)
- Randall Mastel (para)
- Mary Yakibchuk (administrator)

College Prep Elementary District Advisory Committee also met on May 23rd, 2016 in the CPE conference room, and the following members were present:

- Nao Thao,(specialist teacher)
- Emily Webster (lower grade teacher),
- Jen Adrews van Horne, (ELD teacher)
- Ben Stegeman, (upper grade teacher)
- Jean Fauskee,(Title teacher)
- Randal Mastel, (para)
- Avien Vang, (student)
- Guitar Thao (student)
- Mary Yakibchuk (administrator)

College Prep Elementary recognizes the need to include members who are parents as well as members who are from the community. CPE actively promotes these opportunities to parents, but we find that it is very difficult to find parents willing to commit to this level of engagement.

Goals and Results

All Students Ready for Kindergarten

SMART Goal: CPE's Kindergarten Readiness Goal is the following: 50% of all incoming 2016-17 Kindergarten students tested for their ability to connect numerals with their quantities will be 100% accurate in both their understanding of 1:1 correspondence while counting objects up to 5 AND their ability to identify numerals 1 through 10.

Explanation: Some College Prep Elementary students have access to Head Start or other pre-school programs, while many do not. CPE considered the Community Action Head Start School Readiness Goal of "Children will connect numerals with their quantities" to generate its own Kindergarten Readiness Goal because we felt that counting with 1:1 correspondence is a skill that parents can work on with their children at home, even if their child does not participate in a pre-school program.

Results: We did not meet our goal. 34% of 41 incoming 2016-17 Kindergarten students tested for their ability to connect numerals with their quantities were 100% correct in both their understanding of 1:1 correspondence while counting objects up to 5 AND their ability to identify numerals 1 through 10.

District-Reported Goal Status: CPE's hope is improved number sense of students entering Kindergarten will have a positive correlation to improved achievement on the math MCA's. CPE's long term district goal is that the % of students scoring 100% accurate on both parts of the numerals/quantities test will increase by 5 % each year until 75 % of incoming kindergarten students will be 100% accurate on both skills for the year 2020-2021. For this long term goal, we are still waiting to see how we are doing...

All Students in Third Grade Achieving Grade-Level Literacy

SMART Goal: 15% of 3rd grade students who were enrolled by Oct 1st, 2015 will be proficient at reading as measured by the Reading MCA's in the year 2016-17.

Explanation: College Prep Elementary District Advisory Committee met in the spring of 2016. Due to meeting so late in the year, we created goals for the 2016-17 school year.

Results: We are still waiting to get our results for this year. For last year, 9.8% of third grade students who were enrolled by Oct 1st, 2015 tested proficient on the reading MCA's in 2016. We are hoping that with improved curriculum (purchased new curriculum for 16-17 school year) and continued supportive professional development for our teachers, our scores will improve for the 2016-17 testing year to meet our goal.

District-Reported Goal Status: In progress. Our long term goal is for CPE 3rd graders' reading proficiency as measured by the MCA Reading will continue to improve yearly, as it has since 2014. For this, we are

still waiting to see. We will know if our test results for 3rd grade will continue to show an upward trend this spring when our 3rd graders take the Reading MCA's.

Close the Achievement Gaps(s) Among All Groups

SMART Goal: The difference in reading proficiency as measured by the MCA Reading test between EL and non-EL students at CPE will decrease by 2% in 2016-17 due to an increase in the percent of EL students achieving proficiency as compared to their non-EL peers.

Explanation: College Prep Elementary District Advisory Committee met in the spring of 2015-16 and created goals for the 2016-17 school year. CPE's goal for closing achievement gap focused on the comparison between the proficiency scores in reading for our two largest populations, EL and non-EL.

Results: We are still waiting to get results. The difference between EL and non-EL student's proficiency in reading was 21.8% for 2014-15 and 13% 2015-16, with non-EL having the higher score each time. The trend is that the gap is shrinking. We will know if this trend continues when students take the MCA's this spring.

District-Reported Goal Status: In progress. Our non-EL students consistently out-perform our EL students in reading, however during some years; our EL students show more growth in reading than their non-EL peers. Our long term goal is for EL students to consistently show more growth than their non-EL peers, and thus catching up to them, and helping to close the achievement gap that currently exists between these two populations.

All Students Career- and College-Ready by Graduation

SMART Goal: The percent of CPE 5th grade students scoring proficient on the MCA Science test will increase by 2% in 2016-17 to show 16% proficiency.

Explanation: College Prep Elementary District Advisory Committee met in the spring of 2015-16 and created goals for the 2016-17 school year.

Results: We are still waiting to get results.

District-Reported Goal Status: In progress.

All Students Graduate

Exempt: Charter does not enroll students in grade 12. College Prep Elementary enrolls up to 6th grade only.

Identified Needs Based on Data

Described needs at Start of 2015-16 School Year: As of 2014-15 test scores, CPE students were underperforming on all standardized tests as compared to the state. 2014-15 test scores for students enrolled October 1, 2014 indicate the following proficiencies by category:

Math: 31.9%

Reading: 10.1 %

Science: 7.1%

From 2014-15 demographic information, CPE had a high EL population, with English Learners making up approximately 70% of its student body and had a very high FRP population, at 93%. CPE understands that proficiency in academic language can be a barrier to successful test taking for both EL populations and students who qualify for FRP. CPE leadership decided that a good focus for the upcoming academic year would be to support language development for every child in through embedding academic vocabulary instruction into multiple subjects.

Data Used: MCA tests scores and student demographic information

Data Connected to Needs: Many CPE students are still developing their English skills, either because they are English Learners, or because they may have had limited vocabulary exposure due to being students of poverty. CPE strives to meet the language needs of all students.

Less than 200 words: yes

Systems, Strategies and Support Category

Students

Process for assessing and evaluating student progress: During the 2015-16 school year, students were assessed using the following FAST Bridge to Learning assessments at least twice per year: aReading, aMath, Early Reading (grades K and 1 only), CBMReading, (grades 1-6 only) and SAEBRs (social/emotional/behavior screener.) The Diagnostic Reading Assessment (DRA 2+,) was used to assess for students' reading level 2-3 times per year, and their math and reading were also assessed at least two times per year using the NWEA Map tests. MCAs were also used to assess the students. Students were also assessed on a grade level scale, and classroom scale through week progress monitor checks for interventions and standards based quizzes, homework assignments, and end of unit exams.

Assessment of student progress toward meeting academic standards: CPE Assessments check for both skill and understanding of standards.

Process to disaggregate data by student group: MCA results are disaggregated by student group. EL students' scores are compared to non-EL student scores. Leadership also disaggregates this data in various other ways, by ethnicity, by grade, classroom, and by FRP/non-FRP.

Less than 200 words: yes

Teachers and Principals

System to review and evaluate the effectiveness of curriculum: CPE uses a combination of formal evaluations, walk-through observations with rubrics for both ELA and Math best practices, academic vocabulary instruction practice profiles, and discussions during weekly PLC's to evaluate and improve curriculum. CPE leadership team discusses areas for improvement. During the 2015-16 school year, CPE

put together a curriculum committee made up of interested teachers and department leads to help choose a new ELA curriculum for the 2016-17 school year.

System to review and evaluate the effectiveness of instruction: CPE uses a combination of formal evaluations, walk-through observations with walk through rubrics for both ELA and Math best practices, academic vocabulary instruction practice profiles, and discussions during weekly PLC's to evaluate and improve instruction.

Teacher evaluations are Included: All new classroom teachers are formally evaluated at least once during their first year at CPE, and more often as needed for coaching, by their supervisor, who is a licensed administrator. Returning teachers are evaluated every few years, or more often, as needed, for coaching. CPE uses the state model for teacher evaluations.

Principal evaluations are included: The principal received a mid-year evaluation from the Executive Director.

Less than 200 words: yes

District

District practices that integrate technology: CPE integrates technology on a school wide basis in several ways. CPE provides sets of several iPods for each class. All classrooms have large screen monitors, classrooms have document cameras or projectors to enhance instruction. CPE celebrates Technology Day through an all school assembly provided by the Science Museum. Some 6th and 5th grade students joined an after school group and worked with Coder Dojo, where they learned to do coding with the Sphero Ball. ESY students worked with programming Ozobots. An iPad grant made iPads available for some SPED and ELD families and some iPads were available to a few teachers.

District practices that integrate collaborative professional culture: CPE is built on collaboration between individuals and departments. Educators meet several times within a month. Weekly team meetings comprised of grade level classroom teachers, ELD teacher and SPED teacher discuss plans for the week. Teachers also meet weekly with their SPED teachers and paras to discuss how paras can best support. Academic Leadership Implementation Team, comprised of teachers, administrators and department leads, meets bi-weekly. There are also monthly Data Driven Decision Making meetings made up of grade level teams.

Less than 200 words: yes

Equitable Access to Excellent Teachers

Process to Examine the Distribution of Experienced and Qualified Teachers: CPE submits staffing information as requested by the Office of Civil Rights Data Collection. CPE also submits the STAR report. CPE leadership realizes that the teacher population has high turnover. Many teachers new to CPE are also brand new to the profession. CPE works hard to build up both new and returning teachers so that all students have equal access to quality education, no matter the experience level of their teacher. CPE

requires that all teachers and paras be highly qualified. CPE encourages and affords collaboration between team members so that new, inexperienced teachers can learn from and benefit from the experience of returning staff. CPE supports cross-department collaboration so that all teachers can benefit from the talents of specialists and integrate their expertise into their own classrooms across all instruction. CPE provides professional development to build the skills of new and returning teachers specifically in areas of behavior management, curriculum planning, and instruction. In these and other ways, CPE works hard to ensure that all students have equal access to quality education, excellent instruction and robust curriculum, no matter which teacher they have.

Less than 200 Words: yes