**10.1 Contract Goals & 2016-2017 Results**

The academic goals that the school expects to achieve and how achievement of these goals is determined during the term of this contract are:

1. UMA students, meeting the State October 1 enrollment requirement, will increase math proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2019. \*

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2014-2015 | Did not meet | Increased by 0.5% |
| 2015-2016 | Did not meet | Decreased by 18.4% |
| 2016-2017 | Met | Increased by 23.3% |
| 2017-2018 |  |  |
| 2018-2019 |  |  |

1. UMA students, meeting the State October 1 enrollment requirement, will increase reading proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2019. \*

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2014-2015 | Met | Increased by 6.4% |
| 2015-2016 | Did not meet | Increased by 0.3% |
| 2016-2017 | Met | Increased by 2.6% |
| 2017-2018 |  |  |
| 2018-2019 |  |  |

*\* These goals shall be reviewed annually by the UMA board of directors and the AUTHORIZER to determine if any factors beyond the control of the school may have occurred and impacted students' performance on the Department of Education's standardized tests. Factors may include, but are not limited to, changes during the year in: state standards, assessment companies used by the Department of Education to design and/or administer standardized tests, test formats or assessment tools as well as changes implemented by the Department of Education regarding school accountability such as new calculations of proficiency. Factors to be considered may also include but are not limited to technology failures or acts of nature which are beyond the control of the school's administration. Enactment of new laws or regulations (state or federal), changes in funding or qualification of sub-group status, which in any way may influence standardized testing will also be considered as potential factors impacting students' performance.*

*The occurrence of one or more of the above factors or other factors beyond the control of the school which may affect the testing performance of UMA students differently than other Minnesota students in like sub-groups and/or districts have the potential of making it difficult to understand the impact of these factors on UMA's ability to achieve the stated goals of this section of this agreement. The occurrence of these external factors will necessitate an analysis of the impact of these factors and will result in the Board and Authorizer discussing and re-negotiating one or more of these contract goals.*

1. Using the 2014-2015 MAP growth data as a baseline, the percentage of UMA general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for mathematics as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020.

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Did not Meet | Decrease of 2.9% (52.1%) |
| 2016-2017 | Met | Increase of 4% (56.0%) |
| 2017-2018 |  |  |
| 2018-2019 |  |  |

1. Using the 2014-2015 MAP growth data as a baseline, the percentage of UMA general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for reading as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020.

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Did not meet | Decrease of 1.8%  |
| 2016-2017 | Did not meet | Decrease of 16.6% (38.9% did not test both seasons) |
| 2017-2018 |  |  |
| 2018-2019 |  |  |

1. Students who receive special education services, taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Met | Math and reading |
| 2016-2017 | Partially Met | Math only |
| 2017-2018 |  |  |
| 2018-2019 |  |  |

Additional goals that the district expects to achieve and the means by which achievement of each goal is determined are:

1. UMA will have a minimum of 80% graduate rate within four years from the beginning of their 9th grade year.

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Met | 100% |
| 2016-2017 | Met | 95% |
| 2017-2018 | Met | 92% |
| 2018-2019 |  |  |

1. For each contract year, UMA will continue to provide college level coursework for credit through the University of Minnesota’s College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness.

|  |  |
| --- | --- |
| Academic Year | Status |
| 2014-2015 | Met |
| 2015-2016 | Met |
| 2016-2017 | Met |
| 2017-2018 |  |
| 2018-2019 |  |

**10.2 District Goals & 2016-2017 Results**

**Goal One:  INCREASE PROFICIENCY ON STATE MATH AND READING ASSESSMENTS**

Part 1: Increase # of proficient students in math as measured by the MCA-III Assessment by 1% on the spring 2017 test.

**GOAL MET**

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2017 test.

**GOAL MET**

**Goal Three:** **INCREASE STUDENTS MEETING EXPECTED GROWTH TARGETS ON LOCAL ASSESSMENT**

Part 1: Increase the #of students meeting or exceeding growth targets in math as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020).

Part 2: Increase the #of students meeting or exceeding growth targets in reading as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020).

**Goal Four: SPECIAL EDUCATION STUDENTS**

Special Education Students taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals.

**Additional Goals:**

**Goal One:**

100% of teaching staff will receive weekly professional development in areas such as LEP/EL techniques, working with special education students, technology, utilizing student goal setting and academic data to inform instruction, programming in collaboration with our Response to Intervention plan and the delivery of instructional strategies.

**GOAL MET**

**Goal Two:**

UMA will involve an average of 75% of families in academic planning and goal setting through the use of parent meetings and conferences specifically reaching out to families of students not showing sufficient progress in their academic learning.

**GOAL MET**

**Goal Three:**

UMA will maintain at least a 95% student attendance (AYP) rate in the 2016-2017 school year.

**GOAL MET**

**Goal Four:**

UMA will maintain an enrollment of at least 325 students in the 2016-2017 school year.

**GOAL MET**

 **Goal Five:**

UMA will have a minimum of 80% graduate rate within four years from the beginning of their 9th grade year.
**GOAL MET**

**Goal Six:**

For each academic year, UMA will continue to provide college level coursework for credit through the University of Minnesota’s College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness.

**GOAL MET**