

2015-2016 Annual Report



TABLE OF CONTENTS:

Governance and management	page 3
Staffing	page 4-5
Operational Performance	page 6
Innovative Practices and Implementation	page 6
Student Attrition	page 7
School Enrollment	page 7
Academic Performance	page 8-9
Non-Academic Performance	page 10
Works-Best Workforce	page 11-12
Finances	page 13

School Mission:

“Rekindling our hope, exploring our world, seeking our path, while building our community.”

Vision Statement:

Students enrolled at Northwest Passage High School develop self-confidence and academic skills through participation in a small learning community, where instructors are lifelong learners who model integrity, responsibility and respect. Varied projects, field studies and inquiry-based methods give students the opportunity to develop a greater sense of the world by engaging in challenging academics, structured real-world experiences, and service learning. Students take responsibility for their own educational plans, and graduate with the tools to make informed decisions about their future.

Authorizer Information:

Bethel University
3900 Bethel Drive
St. Paul, MN 55112-6999
Liaison: Sandi Horn
Email: sandi-horn@bethel.edu
Phone: 651-638-6343

Bethel University became the authorizer for Northwest Passage High School in 1999. In 2015 Bethel University renewed our contract for 5 more years. Bethel University continues to support the school and its mission in many ways including: providing a liaison to the school board, technical support, student volunteers, and on-site reviews.

Governance:

Board Elections: The school held its annual election on November 17, 2015 at the annual meeting.

Name	Attend %	Email	Telephone	Position	Start of Term	Training Requirement
Theresa Boisjolie	100	tboisjolie@nwphs.org	763-862-9223	Secretary/ Teacher	11/14	Y
Brad Buxton	90	brad@acmeprojectshop.com	763-862-9223	Member/ Community Expert	11/17	Y
Lisa Heille	100	Lisa.Heille@anoka.k12.mn.us	612-644-2351	Community Member	11/14	Y
Chuck Hoppe	100	choppe@nwphs.org	763-862-9223	Chair/ Teacher	11/14	Y
Mike Luger	80	mikeluger@comcast.net	651-771-1389	Community Expert	11/13	Y
Jason Olson	80	jolson@nwphs.org	763-862-9223	Treasurer/ Teacher	11/13	Y
Robin Clarkson	100	rclarkson@nwphs.org	763-862-9223	Member/ Teacher	11/17	Y
Sandi Horn	90	sandi-horn@bethel.edu	651-638-6343	Ex-Officio/ Authorizer Liaison		
Eileen Howe	100	dhowe62@comcast.net		Member/ Parent	11/17	Y

Management:

The management team at the school consists of a Chief Financial Officer, Deb Knutson, who has a Bachelors Degree in Business, and a Director, Peter Wieczorek, who holds a Master's Degree from Goddard College in Education and a B.S. in Recreation, Park and Leisure Studies from the University of Minnesota College of Education and Human Development, and a 7-12 Teaching License in Life Science.

Staff Information:

The school continues to enjoy a great retention rate of professional teachers, with an average tenure of 9 years since our start 18 years ago. Staff continues to receive competitive compensation and benefits that is typical of the geographic norms, however discussions continue on how to maintain competitive wages with little increase in state aid.

Licensed Teachers

Name	File #	Assignment	# Years	Returning
Sara Anderson	420486	Social Studies	10	Yes
Theresa Boisjolie	425581	Special Education	18	Yes
Jenny Braun	487700	English/ESL	1	Yes
Brandi Greer	460779	Art	14	Yes
Kurtis Heerema	485526	Social Studies	1	Yes
Chuck Hoppe	442179	Life Science	8	Yes
Deb Howard	290512	Social Work, Social Studies	10	Yes
Valerie Miller	409413	EBD/SLD/MMI	13	Yes
Robin Clarkson	455167	Special Education	1	Yes
Jason Olson	458823	Math	11	Yes
Debbby Settambrino	455676	Special Education	2	Yes
Peter Wieczorek	425983	Life Science	12	No
Jennifer Atterberry	453652	Communications Arts	1	Yes
Elise Nyenhuis	492687	Visual Arts	1	Yes
Megan Fredrickson	490325	Academic & Behavioral Specialist	1	Yes

Support Staff

Name	Assignment	# of Years	Returning
Deb Knutson	Finance Director	14	Yes
Joyce Nolan	Administrative Assistant	12	Yes
Sue Shimshock	Registrar	2	Yes
Vashti Pearson	Paraprofessional	2	Yes
Nicole Ketcham	Paraprofessional	2	No
Hal Reeser	Paraprofessional	3	Yes
Tom Lake	Paraprofessional	1	Yes
Evan Klefsass	Paraprofessional	1	No
Kayleigh Robinson	Paraprofessional	1	No
Amber Ortiz	Paraprofessional	2	Yes

Operational Performance, Program Successes and Best Practices:

Innovative Practices

Staff Development - The school does an outstanding job in the area of staff development. This year the school once again invested time in improving the Project Based Learning delivery and assessment through training with the Buck Institute for Education. Additional staff development practices included training in youth development with YIPA (Youth Intervention Programs Association), Teacher Led Schools with Education Evolving, and Top 20 Teens. The school also continues to focus on advisory and the development of assessments based on Tony Wagner's Seven Survival Skills for the 21st Century. Staff are also working on developing Senior Portfolios and advanced multi-media technology such as green screens, pods casts and digital storytelling and MineCraft.

Advisory Programs – NWPHS has an extensive advisory program. Each student is assigned an advisor when they enter our school, which they retain for their entire time at NWPHS. Advisors track performance and perform project management for student's individual projects. All students now have a Personal Learning Plan, as well as, Digital Portfolios.

Cohort Groups - On the first Friday of every month students meet with Cohort Advisors from the grade level to work on grade specific post-secondary planning.

Project Based Learning - Using a web-based project-tracking program - Project Foundry, students propose and complete self-directed learning projects that meet the State of Minnesota's graduation standards.

Multi-disciplinary Team-Based Teaching - In the afternoon block of instruction, teachers team-teach 60% of courses in a Multidisciplinary approach to learning. Using Howard Gardner's Multiple Intelligence and Bloom's Taxonomy of Learning, students engage in extensive field studies with authentic assessment. This part of the program is rich in its use of community experts and local resources

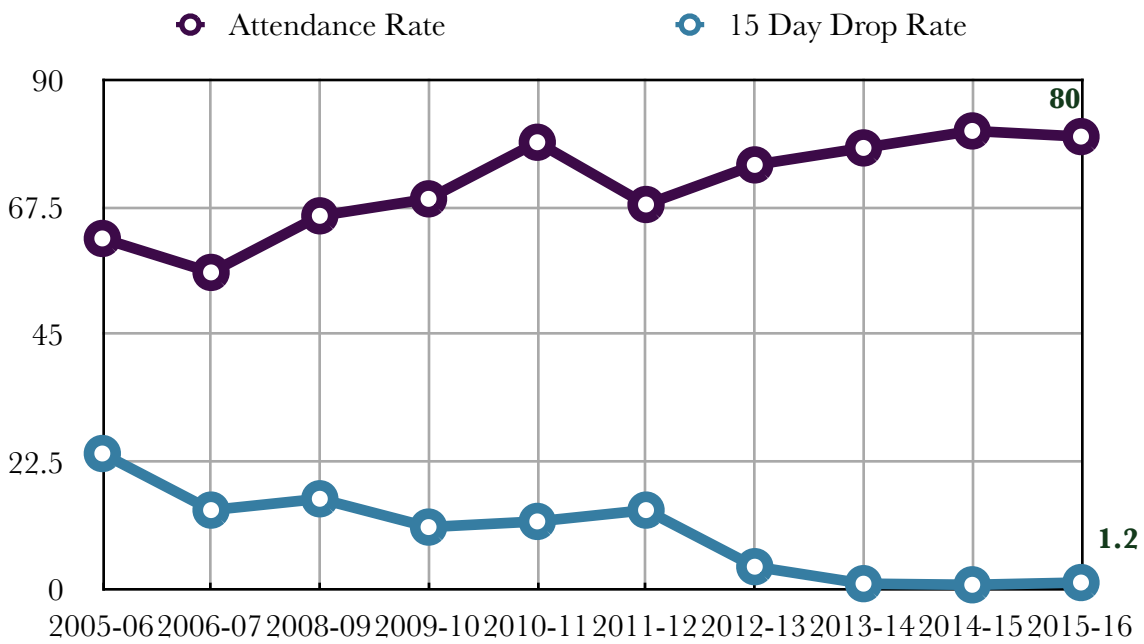
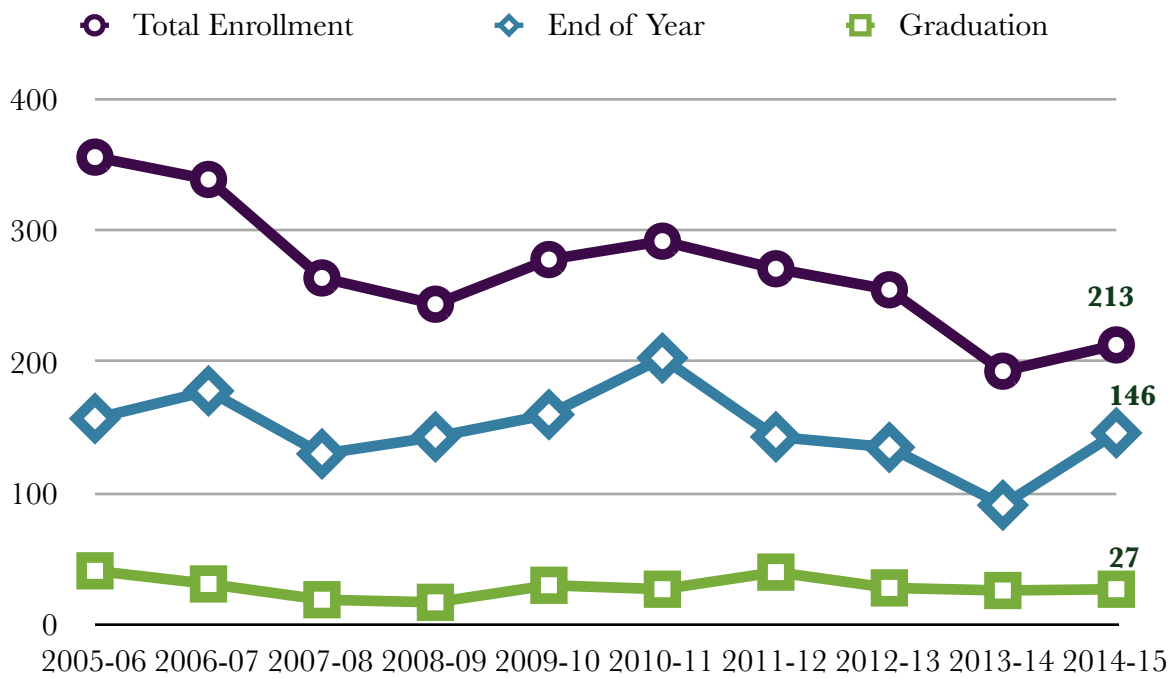
Expeditions – NWPHS requires students to complete four expeditions before graduating. The program is fully funded and in 2015-16 NWPHS allocated over \$60,000 for this component of our program. NWPHS ran more than 20 extended overnight expeditions and multiple daylong field experiences. Over 150 unique individuals participated in expeditions this year including: Guatemala, Washington D.C., Youth in Government, Canyon Lands National Park, Grand Isle in Louisiana, Dog Sledding in Northern Minnesota, and the Boundary Water Canoe Area.

Service Learning – This year the school continued to implement advisory service learning with more 755 hours provided to 15 different community organizations. Over 150 students participated in service learning activities. PSEO – 15% of seniors that graduated in May participated in PSEO.

M-Term - 2015-16 saw the continuation of a two-week M-term including: Art Tour, Service Learning, Wilderness Backpacking Trip, Roller Coaster Physics, Media Team, and Senior Transition.

3 Rivers Parks District Partnership - NWPHS entered into a long-term partnership with 3 Rivers Parks District and Eastman Nature Center to conduct scientific research on several different species.

Student Expo - One the first Friday of every month students participate in peer reviewed Project Expos. Students present the project work the have been working on in advisory to their peers and the community.



Academic Goals for 2015-16

The school focused on two value-added academic goals for the year. By using Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), we were able to tell what effect instruction had on students' math and reading skills.

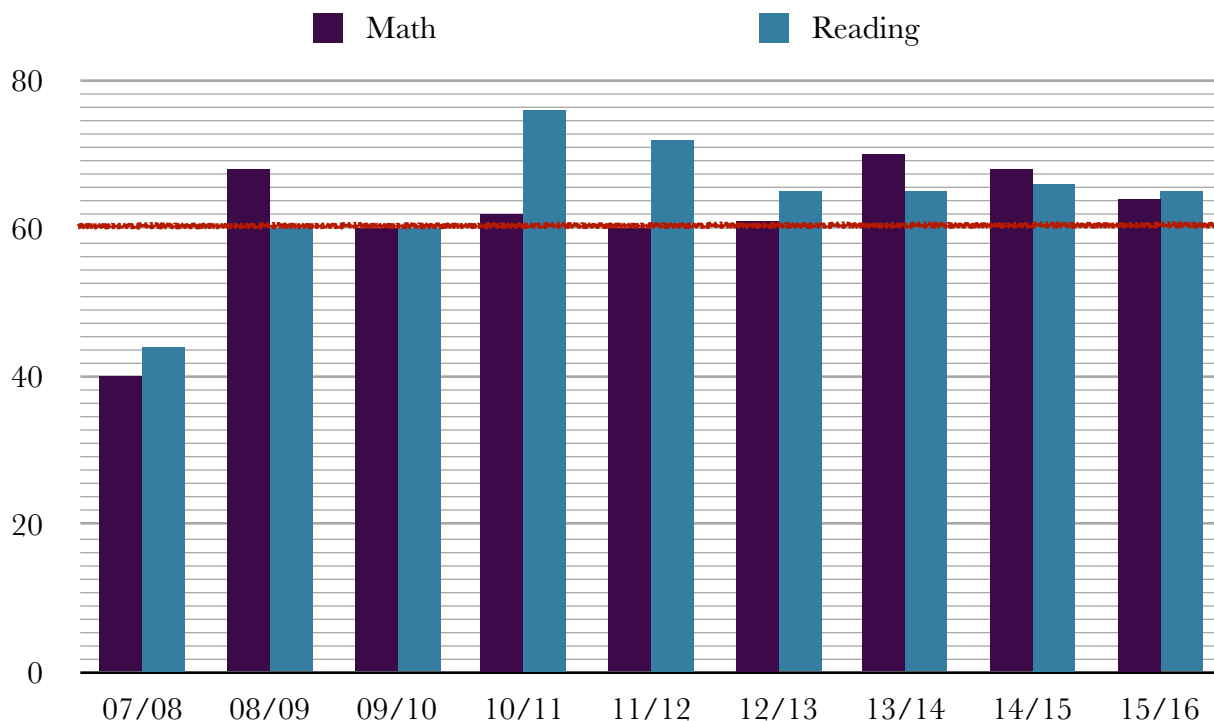
1. **Student Performance Goal:** 60% of students enrolled for the entire year will improve their NWEA MAP assessment in Math.
2. **Student Performance Goal:** 60% of students enrolled for the entire year will improve their NWEA MAP assessment in Reading.

Data Collection:

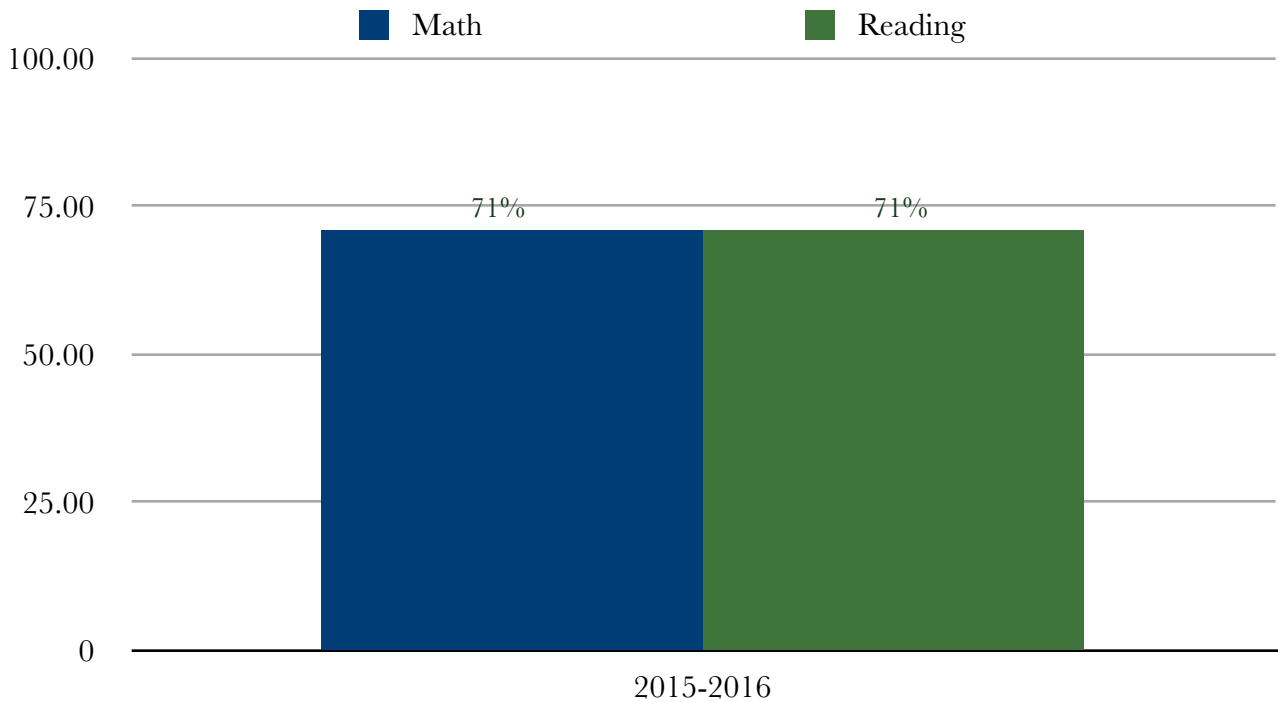
NWEA MAP testing was conducted in the fall of 2015, winter of 2016 and spring of 2016. Students included in this data set were students who started on September 8, 2015 and were still enrolled on June 1, of 2016. Any student enrolled was given the NWEA test, but for the purposes of measuring improvement, only students enrolled the entire year were analyzed.

Data Analysis:

After collecting the data, it was put into a database and sorted based on percent gains. Any student who had a positive number was counted then a percentage was calculated by dividing the number of students with a positive gain by the total number of students enrolled for the entire year. (See Below Chart)



In non-adjusted gains the school made improvements in reading and math scores compared to the previous year, and met both of its academic goals. The school continues to implement a school-wide reading program and cooperative math-solving program. Advisors use Lexile scores to help students find reading materials to increase their reading skills.



Academic Goals for 2015-16: After consultation with Bethel University, the school has modified its goals and has incorporated the SMART format.

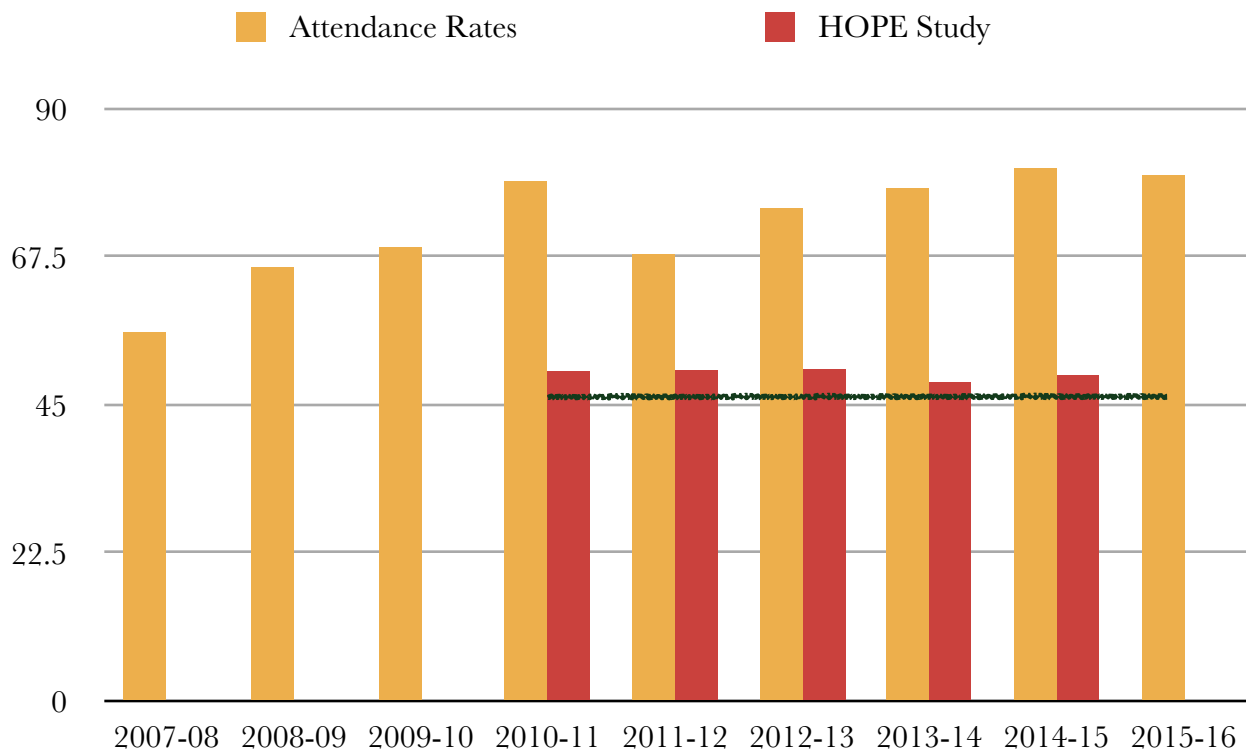
1. **Student Performance Goal:** 70% of continuously enrolled students who begin at NWPHS as true freshmen will gain one year of growth for one year of academic opportunity in Math and Reading on their NWEA MAP baseline assessment.
2. **Student Performance Goal** For students that begin their schooling at NWPHS after 9th Grade and who are continuously enrolled, 65% will gain an average of one year growth based on a 3-5 year average, by capturing their highest and lowest recorded score on the NWEA MAP assessment.

The first cohort's data collection began in the 2014-15 school year. While NWPHS did not achieve the 70% goal for the class of 2018, for the 2015-16 school year class of 2019 NWPHS slightly exceeded the goal with 71% of continuously enrolled 9th graders showing growth in both Math and Reading. NWPHS continues to invest in training and curriculum including reading and math intervention programs to help reach these new goals.

Non-Academic Goals for 2015-16

The school will focus on attendance, the HOPE study, and showcase portfolios to measure students' affect emotions toward school.

1. **Student Performance Goal:** Average daily attendance will continue to increase. Average Daily Attendance reached **80% in 2015-16**.
2. **Student Performance Goal:** Students will increase their HOPE study scores. Overall the results from Northwest Passage are very good. Overall, NW Passage is generally at the EdVisions average. Student perceptions of autonomy are good, they feel a good sense of support from teachers, perceive a high mastery goal orientation at the school, and believe that teachers are holding them to high expectations. As a result, behavioral engagement is good and emotional engagement is particularly high. **Hope Survey numbers for the 2015-16 school year were not available at the time of this printing.**
3. **Student Performance Goal:** 60% of seniors graduated with a showcase portfolio in the 2011-12 school year, 70% in year 2012-13 school year, and 80% there after. **In 2015-16 90% of the graduating seniors completed showcase portfolios.**



World's Best Workforce

Northwest Passage High School #4049

In accordance with 2013 Minnesota Statutes, section 120B.11, Northwest Passage High School is pleased to submit this report to the commissioner of the Minnesota Department of Education, summarizing:

- The district's comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce;
- Progress toward improving teaching and learning and striving for the world's best workforce, including current rates of:
 - Students attaining career and college readiness before graduating from high school;
 - Students graduating from high school; and
- Information about best practice strategies that were implemented and that are showing evidence of improving student outcomes and working toward creating the world's best workforce in Minnesota.

Identified Needs Based on Data

Northwest Passage High School (NWPHS) uses Northwest Evaluation Association (NWEA) assessments. Based on those assessments between 40-48% of students enrolling in NWPHS are behind at least one grade level in reading over the past five years and between 47-58% are behind by at least a year in math.

Northwest Passage High School enrolls students in grades 9-12+ throughout the school year from surrounding school districts including district 11, 13, 14, 15, 16, 279, 286, 621, 728 and others.

33-45% of enrolled NWPHS students are receiving special education services.

The Northwest Passage High School Board through the 2013 Strategic Plan established the following goals:

Academic Achievement

A. *Curriculum Design*

All afternoon courses will be peer reviewed and include specific guiding questions and learner outcomes. Courses will include resource lists in the areas of technology, field studies and guest speakers. Courses will have unique individual or small group end products and have rubrics and final assessments to support those end products.

B. *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. 70% of incoming 9th graders and 60% of all other students will reach expected growth as defined by Z score growth data. NWPHS will implement for the 2013-14 school year a program to identify and support students who are not achieving at grade level in math and reading.

C. *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.

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.

E. 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.

F. Conferences/Parent Communication

Parents/Student/Advisor conferences will be held four 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.

G. 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.

H. 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.

I. Post Secondary Readiness

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, FABSAs seminars, and P.S.E.O. information. Additionally, all 11th grade students will complete a Life Skills course and all 12th graders will participate in a Senior Seminar.

Finances Summary

Finances:

The 2014-15 audit conducted by Larson Allen returned a clean audit with no material weaknesses. The audit for this school year is scheduled for September and will be submitted prior to the December 31, 2016 deadline. The final unaudited financial statements for 2015-16: Total expenditures: \$2,237,412; Total revenue: \$2,409,702.

Staff Development Plan for NWPHS Director:

Peter Wiczorek is the current Director for NWPHS. Mr. Wiczorek took over as Director in 2012 and has taught at the school since 2004. He holds a Master's Degree from Goddard College in Education and has graduated from the St. Thomas University Leadership Development program. Mr. Wiczorek continues to participate in leadership training programs through MN Department of Education and MN Association of Charter Schools.

School Admissions:

DISCRIMINATION POLICY

It is the policy of the School Board of Charter District No. 4049 to comply with applicable federal and state laws prohibiting discrimination to the end that no person protected by such law shall, on the grounds of race, color, national origin, creed, religion, gender, marital status, status with regard to public assistance, age or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration, or selection, thereof, whether full time or part-time, under any education program or activity operated by the district for which it received federal financial assistance.

Nonprofit Status: Active.

