Minnesota Department of
Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name: St. Cloud Area School District 742
Grades Served: Pre K-12
Contact Person Name and Position: Joni Olson, Executive Director of Student Achievement

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 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016,** to: MDE.WorldsBestWorkForce@state.mn.us.

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.]

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

The World's Best Workforce Report Summary and Annual Report are placed on the district web site to ensure that members of the community have immediate access.

1b. Annual Public Meeting

Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.

The 2015-16 Summary and updates to the 2016-17 plan were reviewed at the December 7, 2016 Board of Education meeting.

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.]

Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

The district's Teaching and Learning Advisory served as the advisory to the World's Best Workforce Plan. Below is the membership roster for the 2015-16 school year.

https://drive.google.com/open?id=0B0wrk75z-bEENXFDWkx1OUtxc00

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 Kindergarten

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. *2015-16 goal: 100% of students will participate in the administration of the Teaching Strategies Gold.*	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* *100% of students (351) participated in the Teaching Strategies Gold assessment.*	*Check one of the following:* X *Goal Met* *Goal Not Met* *Goal in Progress (only for multi-year goals)* *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. 2015-16 goal: 59% of third grade students will achieve grade level literacy as measured by the MCA-III (all accountability assessments).	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* *46.9% of third grade students achieved grade level literacy as measured by the MCA-III (all accountability assessments).*	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3.*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. *See link*	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* *See link*	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. *1. 95% of students in Grades 8, 9, 10 and 11, enrolled by Oct. 1 will have a Personal Learning Plan (PLP) or IEP Transition Plan created in the Minnesota Career Information System (MCIS) Portfolio. (MN Statute 120B.125)* *2. 100% of all students graduating on or after 2017 will have their progress towards Career and College Readiness recorded on their high school transcript. (MN Statute 120B.30 subd 1, paragraph (f))*	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* *All students create a PLP in the MCIS system as a part of their College, Career, Community and Citizenship or Special Education Coursework* *Goal in progress*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. *2015-16 goal: The World's Best Workforce team will research factors contributing to dropping out of District 742 schools. The team will identify resources and strategies to follow up, track drop-out status and recruit dropouts for educational services. Recommendations for 2016-17 programming will be made by July 30, 2016.*	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* *2015-2016 results:* *Dreamline in all Secondary Schools* *AVID in all Secondary Schools* *Dropout outreach plan Equity Services*	*Check one of the following:* X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

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.]

List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.
Include only the key data used to determine identified needs.
Limit response to 200 words.

Key needs identified for inclusion in the World's Best Workforce Plan at the beginning of the 2015-16 school year included data related to the district's achievement gap between white and other student groups. Areas of focus for our district include: data for Special Education, English Learners and students who receive Free/Reduced lunches, as well as the district's graduation and dropout rates. The linked charts depict data that was utilized to develop the 2015-16 plan and accompanying goals which support increased student achievement, and increased student access to career and college planning.

View Chart

4. Systems, Strategies and Support Category

4a. Students

Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
Limit response to 200 words.
- *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
- *Process to disaggregate data by student group.*

For the 2015-16 school year, district vision cards were developed to share progress on student achievement data. Overall, students made progress in the area of literacy and declined slightly in the area of math. Schools regularly disaggregate data to determine student needs, set continuous improvement goals, and determine professional development needs. School Improvement Plans were reviewed to ensure that plans aligned with the district goals. Professional development in the area of Culturally and Linguistically Responsive Instruction was a focus to support increased student achievement of all student groups. Data teams use student data to determine appropriate instructional strategies. Data teams were in their second year of implementation during the 2015-16 school year. The Multi-Tiered Systems of Support Team (MTSS) at each school was responsible for assessing individual student academic proficiency. The district MTSS team set district wide protocols. Students who are below grade level proficiency receive interventions designed to accelerate growth. Students who receive interventions are progress monitored to determine the effectiveness of the identified intervention.

4b. Teachers and Principals

Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
   Limit response to 200 words.
      o   *System to review and evaluate the effectiveness of:*
         ▪   *Instruction*
         ▪   *Curriculum*
         ▪   *Teacher evaluations*
         ▪   *Principal evaluations*

Curriculum and Instruction:
The district five year curriculum cycle provides a process to evaluate all content areas. Student, school and district benchmarking data and summative assessment data (MCAs) are used to determine the effectiveness of our curriculum and instruction. All professional development is planned to enhance best practices in curriculum and instruction.

Teacher evaluations: Evaluations take place using the Thoughtful Classroom Effectiveness Framework. Each teacher completes a self-assessment and a Professional Growth Plan, including personal and building goals. Every three years, tenured teachers are formally observed by an administrator. Teachers participate in Peer Review during the two off-cycle years. A newly developed teacher mentoring program was implemented to help support those new to the field.

Principal evaluations: Principals meet with their supervisor to determine goals for the school year. The timeline for goal achievement is documented in STAGES as part of the principal check-in with their supervisor. There are six areas of assessment: data summary review, strategic leadership, instructional and learning leadership, managerial leadership, communications leadership, other areas of leadership. Principals also complete a self-assessment in each of the above mentioned six areas. District administrators are working with building principals to establish a mentoring program for new principals.

4c. District

Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
   Limit response to 200 words.
      o   *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
         ▪   *Technology*
         ▪   *Collaborative professional culture*

The continued use of a District professional development framework ensures that high quality instruction and rigorous curriculum is utilized and reinforced in individual buildings throughout the year. Bi-monthly planning meetings, including district leaders from Teaching and Learning, Student Services, Equity, EL, CTE and Technology, are held to facilitate cross program communication and awareness.

Across the district, site level leadership teams were established to develop, support, and monitor building level goals. The teams were established and trained in leadership skills to collaboratively support students and staff in data driven decision making. When reviewing teacher needs, an agreement was reached to designate time within the contract day to support this process in the upcoming school year.

The District provided training and support to staff and students in the use of technology through its 1:1 technology initiative in grades sixth through ninth. A plan was updated for the 2016 school year to expand the initiative to tenth grade.

The District's Teaching and Learning Professional Development Framework can be found here:
http://stcloud742.schoolwires.net/cms/lib010/MN01909691/Centricity/domain/4/news links/shared links/TLFramework.pdf

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

- ○ *Include how the district reviews data to examine the equitable distribution of teachers.*
- ○ *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
- ○ *Limit response to 200 words.*

A process was developed in spring, 2015 for increasing teacher effectiveness at focus and priority schools (identified as the district's highest needs schools). All licensed staff members were surveyed to indicate their commitment to moving to or continuing at these sites for a three-year period. Teachers who committed to these sites received a stipend (lane change), and a permanent lane change after three years to compensate for extended professional development.

Teachers at focus and priority schools participate in multiple professional development opportunities designed to create a workforce of highly skilled teachers. These are held on extended days and during the summer. Extended time includes job-embedded professional development, collaborative planning and emphasis on high quality lesson design. These sites utilize co-teaching strategies and have Academic Coach support to ensure that teachers receive modeling and support in best practices and co-teaching. The number of administrators in these sites has increased to ensure regular feedback from building leaders, and assistance where needed.

All teachers in the district participate in Data Teams, providing for regular use of formative data to support instructional choices. A teacher mentoring and induction program, consisting of a New Teacher Academy mentoring and peer review were implemented in 2015-16.