



2016-17 World's Best Workforce Report Summary

District or Charter Name: St. Cloud Area Schools District 742

Grades Served: Pre K -12

Contact Person Name and Position: Lori Posch, Executive Director of Teaching and Learning

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email

MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

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 WBWF Report Summary and annual report are available on the district website to ensure that members of the community have access.**
- <https://www.isd742.org/domain/558>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
- **December 7, 2016**

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.]

COMPLETE THE CHART OR LINK TO MEMBERSHIP – be sure to include name/role in the district

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District	School
JERRY VON KORFF	BOARD OF EDUCATION	
SHANNON HAWS	BOARD OF EDUCATION	
WILLIE JETT	SUPERINTENDENT	
MARSHA BAISCH	ASSISTANT SUPERINTENDENT	TLT TEAM
JONI OLSON	EXECUTIVE DIRECTOR	TLT TEAM
PAT KING	TITLE DIRECTOR	TLT TEAM
LORI POSCH	CURRICULUM DIRECTOR	TLT TEAM
HASSAN ABDULLAHI YUSSUF		
LAURIE PUTNAM	ELEM PRINC	KENNEDY
TAMMY WILSON	ELEM PRINC	DISCOVERY

JASON HARRIS	PRINCIPAL	SOUTH
SHANNON ESSLER-PETTY	PARENT	CLEARVIEW
KATE GRAHAM	PARENT	MADISON
LINDA SNOWBERG	PARENT	MADISON
ANGIE NELSON	PARENT	MADISON
RHIANNON KNUTSON	PARENT	MADISON
DEB GOLD	PARENT	KENNEDY
DEEQ MOHAMUD	PARENT	LINCOLN
CONNIE LOGEMAN	PARENT	NORTH
TRACY BLOMMER	PARENT	NORTH
FATUMO UKASH	PARENT	OAK HILL
ABDIRAHMAN HUSSEIN	PARENT/PARA	TALAH
SHERRI GALLUS	PARENT	WESTWOOD
DAVE SAUTNER	PARENT	APOLLO
SUE/ADAM PROSHEK	PARENT	SOUTH
JEN LACY	PARENT	SOUTH
CHUCK LACY	PARENT	SOUTH
JENNY HOLM	PARENT	TECH
BEVERLY KOCHMANN	COMMUNITY EXPERT	SCSU
CHARLES HENTGES	COMMUNITY EXPERT	SCSU

STEPHANIE PETERSON	SOCIAL STUDIES/FINE ARTS	CURRICULUM TEAM
KAREN BENGTON	SCIENCE	CURRICULUM TEAM
LAURA STEABNER	TALENT DEVELOPMENT	CURRICULUM TEAM
SYLVIA HUFF	RESEARCH, GRANTS	CURRICULUM TEAM
LUANN PALMQUIST	HEALTH/PHY ED	CURRICULUM TEAM
SUE LINN-HASBROUCK	IMMERSION	CURRICULUM TEAM
JULIE MIDAS	EARLY CHILDHOOD	COLTS
KELLY FRANKENFIELD	ENGLISH LEARNERS	CURRICULUM TEAM
LORI ECKERT	LITERACY COORDINATOR	CURRICULUM TEAM
BROOKE WILLIAMS	MATH COORDINATOR	CURRICULUM TEAM

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 School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>2016-17 Goal: 80% of preschool students will meet widely held expectations on the Teaching Strategies Gold assessment:</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>We have met or exceeded our goal in each of the development areas of the</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only</p>

<ul style="list-style-type: none"> ▪Language Development and Learning ▪Cognitive Development and Learning ▪Literacy Development and Learning ▪Social Emotional Development and Learning ▪Physical Development and Learning ▪Mathematics Development and Learning 	<p><i>Teaching Strategies Gold assessment. The results from the Teaching Strategies Gold assessment are as follows:</i></p> <p><i>*Language Development and Learning - 80% of the preschool students met/exceeded the Widely Held Expectations.</i></p> <p><i>*Cognitive Development and Learning - 85% of the preschool students met/exceeded the Widely Held Expectations.</i></p> <p><i>*Literacy Development and Learning - 88% of the preschool students met/exceeded the Widely Held Expectations.</i></p> <p><i>* Social Emotional Development and Learning - 81% of the preschool students met/exceeded the Widely Held Expectations.</i></p> <p><i>*Physical Development and Learning - Gross Motor - 87% of the preschool students met/exceeded the Widely Held Expectations.</i></p> <p><i>*Physical Development and Learning - Fine Motor - 94% of the preschool students met/exceeded the Widely Held Expectations.</i></p> <p><i>*Mathematics Development and Learning - 85% of the preschool students met/exceeded the Widely Held Expectations.</i></p>	<p><i>for multi-year goals)</i></p> <p><input type="checkbox"/>District/charter does not enroll students in Kindergarten</p>
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2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>Provide the established SMART goal for the</i>	<i>Provide the result for the 2016-2017 school year that directly ties back to the</i>	<i>Check one of the</i>

<p>2016-2017 school year.</p> <p>2016-17 Goal: 59% of third grade students will achieve grade level literacy as measured by the MCA-III (all accountability assessments).</p>	<p>established goal.</p> <p>47.7% of 3rd grade students enrolled in District 742 by October 1, 2016 were proficient on the 2017 Reading MCA-III.</p>	<p>following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
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2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2016-2017 school year.</p> <p>2016-17 Goal: The projection listed in red is the goal for each student group for MCA-III/all accountability assessments in meeting achievement gap reduction requirements by 2017.</p>	<p>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</p> <p>Please see the 2016-17 WBWF Report Summary: Close the Achievement Gap Table. The actual 2017 proficiency rates are highlighted in yellow, while the 2017 targets are listed in red.</p> <p>https://docs.google.com/spreadsheets/d/1tj5vq9Ulvck6ZZyteZukKCCUCcdjfG0v1FsP_thiL3E/edit?usp=sharing</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2016-2017 school year.</p> <p>2016-17 Goals:</p>	<p>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> X Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only</p>

<p>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)</p> <p>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))</p>	<p><i>All District 742 students in grades 8, 9, 10, 11, and 12 who were enrolled by Oct. 1 created a Personal Learning Plan through their IEP Transition Plan and/or Minnesota Career Information System (MCIS) portfolio.</i></p> <p><i>All District 742 2017 graduates completed district-chosen activities in MCIS including the creation of their Personal Learning Plan through their IEP Transition Plan and/or MCIS portfolio. District transcripts were edited to verify and reflect Career and College readiness. (Transcript verification statement: Student has made progress toward career and college readiness through Language Arts classes, C4 classes, AVID, Transition Plans, and/or MCIS.)</i></p>	<p><i>for multi-year goals)</i></p>
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2e. All Students Graduate

Goal	Result	Goal Status												
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>2016-17 Goal: Identify students at-risk for dropping out and implement supports to increase 4, 5 and 6 year graduation rates</p> <p>The World’s Best Workforce team identified resources and strategies to follow up, track dropout status and recruit drop-outs for educational services. Contact will be made to all students who drop out of school, offering support and information to encourage them to return to educational settings. The Dreamline program provides support for students in their transition year (grades 6 and 9) in order to prevent students from failing or dropping out of school. The Sanneh Foundation, Dreamline sponsor, is designed to</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>District 742’s 4-year, 5-year, and 6-year graduation rates increased between 2015 and 2016. See table below.</p> <table border="1" data-bbox="727 1627 1101 1911"> <thead> <tr> <th colspan="4">District 742 Graduation Rates</th> </tr> <tr> <th></th> <th>4 Year Rate</th> <th>5 Year Rate</th> <th>6 Year Rate</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>72.03</td> <td>74.88</td> <td>77.36</td> </tr> </tbody> </table>	District 742 Graduation Rates					4 Year Rate	5 Year Rate	6 Year Rate	2015	72.03	74.88	77.36	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>
District 742 Graduation Rates														
	4 Year Rate	5 Year Rate	6 Year Rate											
2015	72.03	74.88	77.36											

support community-based organizations and to assemble a supportive network within the community that provides positive environments for students to become positive and productive adults.

	%	%	%
2016	72.65 %	77.15 %	77.53 %

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 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

Following rapid demographic change over the last decade, St. Cloud Area School District 742, a relatively small, historically homogenous district, is now facing some of the same challenges (e.g. achievement gap, trauma within refugee communities, large numbers of English learners) as large urban districts.

- **Our STAR and local - level assessments indicate Kindergarten Students are not demonstrating widely held expectations for school readiness.**
- **MCA and STAR data indicate significant achievement gaps in most grade levels and student groups.**
 - **Students of color continue to have proficiency rates lower than White students in math, reading, and science (as measured by the MCA-III).**
 - **Although an achievement gap still exists between students who do and do not qualify for SpED services, students qualifying for special education demonstrated increased levels of proficiency in math, reading, and science in 2017 compared to 2016 proficiency rates.**
 - **English learners have shown slight increases in science proficiency and have rates that remain relatively stable in reading. However, these rates remain lower than state proficiency rates.**
- **Overall MCA and STAR proficiency rates in third grade remain lower than the state average.**
- **Overall graduation rates are close to or higher than the state average. However, we recognize that some of our students not graduating within four years.**

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*
- **District process for assessing and evaluating student progress and growth:** [Link to Overview 2016-17](#)
- **District process of disaggregating data by student groups:** The district first disaggregates MCA and STAR data by breaking the information apart by student group (i.e., race/ethnicity, EL, SpED, and FRL). Next, the interactions between student groups are analyzed. In other words, once results are disaggregated by race, they are disaggregated by EL status, SPED status, and FRL status. This allows the district to examine the academic performance of very specific groups of students (e.g., White students who receive free or reduced-price lunch, Hispanic students who receive SpED services, etc.). This process better enables the district to determine areas of strength and areas of opportunity for each group.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher Evaluations*
 - *Principal evaluations*

The Curriculum Development Policy guides the continuous review and improvement of the District's curriculum and programs. Curriculum Review Policy: <http://goo.gl/8YI7ZF>

St. Cloud Area School District employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of the District's curriculum review process is to develop a guaranteed and viable curriculum. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within adequate instructional time.

Based on needs determined in the curriculum review cycle, new curricular materials were adopted during the 2014-15 and 2015-16 school years, and further staff development and curriculum writing need to occur regarding the use of the materials toward meeting the common core standards. Secondary mathematics courses are currently in a new implementation phase for the 2016-17 school year.

Teacher evaluations:

St. Cloud Area School District utilizes the STAGES of teacher evaluation to develop teachers by working toward clear expectations. Teachers set annual goals aligned to the school improvement plan. Probationary teachers are

formally observed three times per year during their first three years. Tenured teachers are formally observed every three years.

A summative evaluation includes elements of the observations that document standards of effective practice. Evaluation includes longitudinal data on student engagement, and 35% of the evaluation is based on measures of student achievement.

During years in which a formal observation is not taking place, teachers participate in peer review. The Peer Review process is completed by trained Peer Collaborators in each school building. Peer Review focuses on teacher reflection and growth. An extensive New Teacher Academy and mentoring are provided for all new teachers who are in year 1 and year 2 of their profession. All teachers participate in Data Teams three times per month. A formal assistance plan is provided for teachers in need of improvement. The total evaluation system is supported through ongoing professional development

Principal evaluations

St. Cloud Area School District utilizes a principal evaluation model that aligns with the MN state statute. Annual goals are established in conjunction with the school improvement plan. Principals and the Assistant Superintendent check in regarding progress toward goals at least three times per year. Summative evaluation is based on progress toward goals. The rubrics for the summative evaluation are based on research, and an online system of record keeping and evidence collection is used. Survey data collected from staff and stakeholders is utilized as part of the reflective conference. Progress toward meeting school improvement plan goals are also considered in determining principal growth.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
- **Technology**
 - *St. Cloud Area School District has been moving towards a 1:1 implementation of student technology at the middle and high school level. During the 2016-17 school year all students in grades 6-10 received an iPad or laptop to use for the school year. Grants for the middle level schools were received that allowed students to check out portable hot spots to ensure their access at home. Teachers and students at the middle and high schools utilize Schoology to integrate technology and instruction.*
 - *4.5 Technology Integration positions were funded to support teachers in the effective use of technology. In addition to incorporating technology into professional development all year, over 30 technology specific sessions were offered during a one day Choices' Day event.*
- **Collaborative Professional Culture:**

- *St. Cloud Area School District is expanding its use of co-teaching. During the 2016-17 school year eight schools were utilizing co-teaching. At four elementary buildings co-teaching occurred during language arts with general, EL, and special education teachers working collaboratively in planning and teaching lessons. At the two middle and two high school levels the content area varied depending on the needs at the building. The six elementary and middle schools received advanced training and support from consultants.*

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
 - *St. Cloud School District started a multi- year program in 2014-2015 to improve the effectiveness of teachers at our schools with the highest concentration of low-income and minority students. The program focused on our three identified Focus and Priority Schools and included extended contract time each day for the licensed teaching staff to allow for professional development and collaborative planning with grade level teams and co-teachers. As part of the Focus and Priority School Program all teachers received training and coaching in the following teaching strategies:*
 - *classroom management systems*
 - *mindfulness practices*
 - *trauma informed practices*
 - *conscious discipline*

- *culturally and linguistically relevant teaching,*
 - *co-teaching strategies*
 - *best practices in reading and mathematics instruction*
- *Both tenured and probationary teachers participated in this program, but these schools had a higher proportion of probationary teachers than other schools in the district. Based on that fact we believed that providing intense support and additional time for collaboration and coaching would accelerate the learning curve for new teachers and engage tenured teachers in new practices that were necessary to engage the changing demographics of our student population. At the same time, we also introduced a teacher evaluation program that allows us to track teachers by buildings based on their year in the teacher evaluation cycle, probationary or tenured. In the coming year, we will be working deliberately in the assignment of teachers to better distribute veteran teachers across our sites to better support developing teachers.*