

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
MEETING PACKET**

September 23, 2019

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak  
Superintendent of Schools

Date: September 16, 2019

A work-study session of the White Bear Lake Area School Board will be held on **Monday, September 23, 2019**, at 5:45 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

### **WORK-STUDY AGENDA**

#### **A. PROCEDURAL ITEMS**

1. Call to Order
2. Roll Call

#### **B. DISCUSSION ITEMS**

1. Sustainability Update 5:45 p.m.
2. 2018-19 World's Best Workforce Summary 6:30 p.m.

#### **C. ADJOURNMENT**

**Times listed for each discussion item are estimated start times.**

AGENDA ITEM: Sustainability Update

MEETING DATE: September 23, 2019

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Sara Paul, Assistant Superintendent for Teaching and Learning

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**Background:**

Tonight, Sara Paul will be joined by Operations Coordinator Dan Roesser, students and educators, to discuss how the culture of sustainability in the White Bear Lake Area Schools has impacted district operational excellence and community engagement.

## 2017-18 World's Best Workforce Report Discussion:

### Goals, Results and Trend Analysis

#### All Students Ready for School

Goal	Results	Trends and Future Actions
In 2017-18, the number of children age 3 – 5 participating in early childhood screening will increase by at least 3% over the number of children screened in 2016-17.	In 2017-18, 625 children between the ages of 3 - 5 participated in early childhood screening. This is a 9 percentage point decrease from the 667 students who participated in screening in 2016-17.	While there was a one-year dip in screening rates, the trend has been an increase from 596 in 2015 to 625 in 2018, an increase of 4.9% over three years. Early childhood screening happens through multiple providers, not just our school district. We want all children to participate in early childhood screening whether through the district or elsewhere. This year we will be introducing new t-shirts as part of an awareness building strategy of the importance of early childhood screening.

## All Students in Third Grade Achieving Grade-Level Literacy

Goal	Results	Trends and Future Actions																		
The percentage of grade 3 students proficient on the MCA-III Reading assessment will increase by at least 3 percentage points, from 64.6% in 2017 to above 66.5% in 2018.	<table><tr><td>MCA Reading, Gr3</td><td>White Bear</td><td>MN</td></tr><tr><td>2017</td><td>64.6%</td><td>57.0%</td></tr><tr><td>2018</td><td>65.1%</td><td>56.2%</td></tr></table>	MCA Reading, Gr3	White Bear	MN	2017	64.6%	57.0%	2018	65.1%	56.2%	A cohort view of reading proficiency for our 2017 third graders shows that 80% had medium to high growth as fourth grader in 2018, leading to a 3% increase by 4th graders over their 3rd grade proficiency level.									
	MCA Reading, Gr3	White Bear	MN																	
	2017	64.6%	57.0%																	
	2018	65.1%	56.2%																	
	<table><tr><td>Grade 3 MCA Reading Proficiency</td><td>Asian</td><td>Hispanic</td><td>Black</td><td>Two or more races</td><td>White</td></tr><tr><td>2018</td><td>46.7%</td><td>58.0%</td><td>41.4%</td><td>55.0%</td><td>70.7%</td></tr><tr><td>Number of Students</td><td>60</td><td>50</td><td>29</td><td>60</td><td>488</td></tr></table>	Grade 3 MCA Reading Proficiency	Asian	Hispanic	Black	Two or more races	White	2018	46.7%	58.0%	41.4%	55.0%	70.7%	Number of Students	60	50	29	60	488	Phonemic Awareness metrics show that we need to address challenges primary-grade learners are having with Letter Sounds and Decodable Words. Our Kindergarten summer preschool assessments have been refined to include more assessments that measure phonemic awareness.
	Grade 3 MCA Reading Proficiency	Asian	Hispanic	Black	Two or more races	White														
	2018	46.7%	58.0%	41.4%	55.0%	70.7%														
	Number of Students	60	50	29	60	488														
	<table><tr><td>Grade 3 MCA Reading Proficiency</td><td>EL</td><td>SpEd</td><td>FRL</td></tr><tr><td>2018</td><td>17.1%</td><td>50.0%</td><td>45.2%</td></tr><tr><td>Number of Students</td><td>41</td><td>100</td><td>217</td></tr></table>	Grade 3 MCA Reading Proficiency	EL	SpEd	FRL	2018	17.1%	50.0%	45.2%	Number of Students	41	100	217	Interventions are in place to support students to read at proficient levels. 63% of Asian and Hispanic 2018 third grade students that did not reach proficiency will continue to receive additional supports via EL services. All of our students who have not reached proficiency will receive tier 2 and tier 3 reading interventions in addition to core classroom literacy instruction.						
	Grade 3 MCA Reading Proficiency	EL	SpEd	FRL																
2018	17.1%	50.0%	45.2%																	
Number of Students	41	100	217																	
We did not meet our goal of a 3 percentage point increase in grade 3 proficiency for 2018. Across the MCA tested grades, we had a 2.3 percentage point increase in proficiency consisting of a 0.5 point increase in third grade, a 3.8 point increase in 4th grade, and a 2.0 point increase in 5th grade.																				
In 2018/19 we will fully implement our Common Interim Assessments, which provide consistent checkpoints and feedback aligned to state literacy standards																				

## Close the Achievement Gap(s) Among All Groups

Goal	Results	Trends and Future Actions
<p>One of our strategic priorities is to ensure that all rigorous program offerings have participation that mirrors the demographics of the district.</p> <p>Our 2017-18 goal was to increase participation in concurrent enrollment courses for all racial/ethnic and socio-economic groups. Our goal participation rate was raised from 51% in 2016 to 61% in 2018.</p>	<p>Participation increased from 51% in 2016 to 61% in 2018. Participation gaps were effectively narrowed across nine racial/ethnic and economic groups. In 2018, participation equity was achieved by Asian students. Participation increased across all demographic groups</p> <p>77% of our 2018 graduates participated in at least one college level class. 32% of 2018 10th graders have participated in at least one college level class.</p>	<p>Participation equity for other groups is on track to be achieved by 2019.</p> <p>Registration of 11th and 12th graders in college level courses for the 2018-19 school year is at 66%.</p> <p>Participation equity has been reached at the 66% percent rate among students who are Asian, Black or African American, and Multiracial who are from families with Medium or High income.</p> <p>In 2018/19, we will begin our fourth year of applying equitable enrollment strategies which identify students who have not registered but have data indicating readiness for college level coursework. Providing ongoing support for students and professional development for staff has been critical to our success.</p>

## All Students Career- and College-Ready by Graduation

Goal	Results	Trends and Future Actions
By 2018, the percentage of WBLAHS graduates who are enrolled in developmental coursework during their first two years of post-secondary education will decrease from 24% to 15%.	We are making significant progress towards this goal. The most recent class for which we have complete data is the class of 2016. 19% of the class of 2016 enrolled in developmental coursework during the first or second year of college.	<p>The percent of White Bear graduates who have needed developmental coursework in college has steadily decreased from 35% of 2012 graduates to 19% of 2016 graduates. This means that less students need to take non-credit bearing courses when they go to Century.</p> <p>We are on track for reaching our goal of decreasing the number of students needing developmental coursework to 15% for the class of 2018. The class of 2018 developmental coursework data will be available in 2020.</p>
By the 2018 school year, the percentage of WBLAHS and ALC students registered in at least one career pathway course will increase by three percentage points, from 9% in 2017 to 12% in 2018.	We have exceeded the second goal for 2018. 406 students participated in at least one Career Pathways course in 2018.	406 students represents 16% of all White Bear students in grades 9 through 12 in 2018. These 406 students took Career Pathways courses in Manufacturing, Construction, Healthcare, and Information Technology. We expect that participation rate to continue to increase. Courses within career pathways are being offered at all high school campuses and, during the 2018-19 school year, 502 students are registered for at least one pathway course. In addition to the instruction and guidance of classroom teachers, our Career Pathway program is supported by a Career Navigator and a College and Career Counselor.

## All Students Graduate

Goal	Results	Trends and Future Actions
<p>The percentage of students graduating within four years will increase by one percentage point, from 91% in 2015/16 to 92% in 2016/17.</p>	<p>The four-year graduation rate for the class of 2017 was 88.7%. 6.9% of the class of 2017 are still in progress to complete their graduation requirements. 3% dropped out and 1.4% had unknown status.</p> <p>Our 7-year graduation rate, which includes students at our Transition Education Center and students who continued beyond four years at the Area Learning Center, was 94%.</p>	<p>Over the past five years, the range of 4-year graduation rate was 88% to 92%. Official school district graduation rates for 2018 will be released by Minnesota Department of Education in February, 2019.</p> <p>The White Bear ALC was recognized for having a 7-year graduation rate among the top 5% of ALCs in the state.</p>



## **2017-18 World's Best Workforce Committee Members**

### **WBWF Committee Member**

### **Role in District**

James Barnett	Support Staff
Christy Barlett	Parent
Deb Beloyed	Community Resident/Parent
Jan Chamberlin	Parent
Kim Chapman	Community Resident/Parent
Marisol Chiclana-Ayala	Parent
Lyn Haselmann	Parent
Angie Jones	Parent
Victoria Leoni	Parent
Dr. Wayne Kazmierczak	Superintendent
Ann Malwitz	Teaching and Learning Coordinator
Myron Medcalf	Parent
Brian Morris	Assessment Coordinator
Don Mullin	Community Resident/Parent
Sara Paul	Assistant Superintendent
Jill Pearson	Teaching & Learning Coordinator
Jan Peterson	Parent
Cami Raeburn	Parent
Briana Santoscoy	Support Staff
Dan Schmidt	Principal
Tim Schochenmaier	Principal
Leslie Sieleni	Parent
Nancy Thom	Teacher/Parent
Malia Yang-Xiong	Support Staff
Jordan Zickerman	Support Staff
Ashley Rensted	Student
Elias Marquez Guterrez	Student
Makena Pratt	Student

# White Bear Lake Area Schools Sustainability Update

Sara Paul- Assistant Superintendent for  
Teaching and Learning  
Dan Roeser- Operations Coordinator  
September 23, 2019

## Sustainability Practices are Part of the WBLAS Culture



- We are stewards of the earth.
- Learning enriches one's quality of life.
- Challenge leads to innovation and growth.
- Communities with shared goals have unlimited potential.

## Waste Reduction and Recycling Program

- Recognized as Model Program by Ramsey and Washington Counties
- All Schools have Standardized Food to Hogs Program and Milk Carton Recycling
- Students Play a Large Role In Success
- Food donations to local NonProfits



## LED Lighting

- All secondary gyms
- Larger parking lots
- Other quick payback areas-maximizing rebates being offered.



## Solar Panels

- Installations completed  
Oneka, Willow, Birch, Lakeaires,  
Matoska. Sunrise starting soon.
- Access to Data for Learning
- Partnership Opportunities

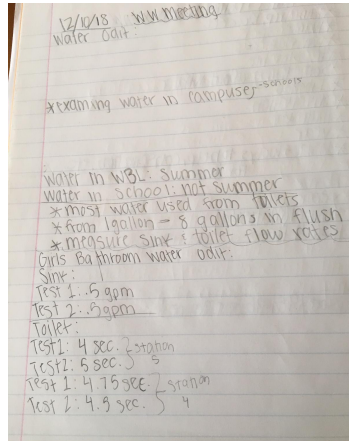


## Water Conservation

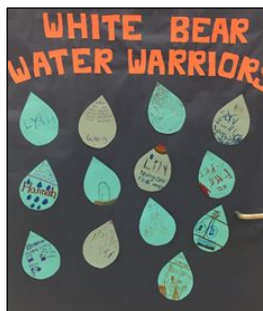
- Benchmarked our water usage to identify and correct problems
- Automated irrigation systems
- Piloted a new technology at Willow, then expanded to Lincoln, Central and DC.
- Groundwater Conservation Assessments at Vadnais and Matoska

## Matoska Water Warriors

Students worked with Environmental Resource Specialists from Ramsey and Anoka County to measure water usage throughout the school



## Legislative Funding Used to Develop Standards-Based Instruction

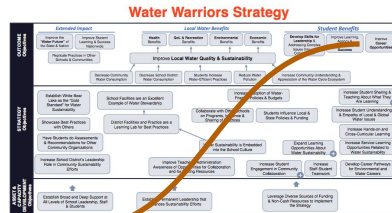


Partnership  
with  
H2O for Life

# Jumping Curves



Engaging students in R2R standards based curriculum.

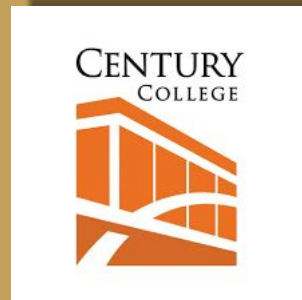


From the Classroom to Collective Impact|

## Energy Efficiency- Automation Systems

### Manufacturing Processing and Production Course

- Part of Manufacturing Pathway
- Dual Enrollment with Century College
- Partnership with Trane



## Energy Efficiency- Learning through Collaboration

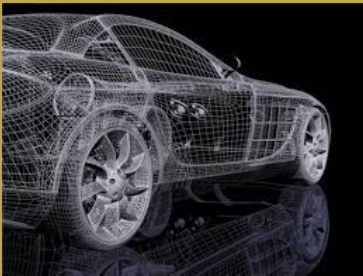


Preparing  
Students for their  
Future





What world will our kindergarteners enter when they graduate in 2033?



2016 - 2033?

4th Industrial Revolution

Smart Technologies,  
Automation

2033? & Beyond...

???????

5th  
Industrial  
Revolution



Using the 4C's  
model to  
address  
community  
needs and  
create learning  
opportunities.

Communication  
Collaboration  
Creativity  
Critical Thinking

## White Bear Lake AV Shuttle Partners

- City of White Bear Lake
- White Bear Lake Area Chamber
- Newtrax
- White Bear Lake School District
- White Bear Area Senior Program
- Century College
- University of MN Humphrey School
- University of MN Center for Transportation Studies
- Phoenix Alternatives, Inc.
- YMCA
- Ramsey County
- Community Foundation
- Northeast Contemporary Services, Inc. (NCSI)
- AECOM



## Potential Value

- Targets mobility for elderly and disabled
- Promotes better health / quality of life
- Establishes AV education program for students
- Addresses workforce development
- Establishes partnerships and sharing of lessons learned
- Meets priorities in Governor's CAV Executive report
- Becomes framework for future replication throughout Minnesota



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GO  
BEARS!

AGENDA ITEM: **2018-19 World's Best Workforce Summary**

MEETING DATE: **September 23, 2019**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

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### **Background:**

Tonight, Sara Paul and Brian Morris will discuss the 2018-19 World's Best Workforce academic goals and results. The data will be included in the Combined World's Best Workforce / Achievement and Integration Progress Report that will be submitted to the Minnesota Department of Education.

In accordance with Minnesota Statutes, section 120B.11, 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. The World's Best Workforce / Achievement and Integration Progress Report will be presented at the School Board Meeting on October 14.

# 2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: White Bear Lake Area School District

Grades Served: PreK-12

WBWF Contact: Sara Paul

Title: Asst. Superintendent for Teaching & Learning

Phone: 651-407-7568

Email: [sara.paul@isd624.org](mailto:sara.paul@isd624.org)

A and I Contact: Sara Paul, Alison Gillespie

Title: Assistant Superintendent- Teaching and Learning, Principal on Special Assignment

Phone: 651-407-7568

Email: [sara.paul@isd624.org](mailto:sara.paul@isd624.org); [alison.gillespie@isd624.org](mailto:alison.gillespie@isd624.org)

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2019**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact Susan Burris, ([susan.burris@state.mn.us](mailto:susan.burris@state.mn.us)).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** 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.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

<https://www.isd624.org/academics/worlds-best-workforce>

### Annual Public Meeting

**WBWF Requirement:** 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.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Monday, September 23, 2019 - Work Study Session  
Monday, October 14, 2019 - Board Meeting

### District Advisory Committee

**WBWF Requirement:** 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 list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

<b>District Advisory Committee Members</b>	<b>Role in District</b>	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b>
Andrew Adams, III	Parent	
Jen Babiash	District Staff	
Christy Bartlett	Parent	
Deb Beloyed	Parent, Community Member	
Renee Butters	Parent	
Jan Chamberlain	Parent	
Marisol Chiclana-Ayala	Parent	
Lyn Haselmann	Community Member	
Michael Jett Sr.	District Staff	X
Dr. Wayne Kazmierczak	District Staff	X
Ann Malwitz	District Staff	
Brian Morris	District Staff	X

Sara Paul	District Staff	X
Briana Santoscoy	District Staff	X
Dan Schmidt	District Staff	
Tim Schochenmaier	District Staff	
Nancy Thom	Community Member	
Nirvana Yang	District Staff	X
Jordan Zickermann	District Staff	X
Makena Pratt	Student	

# Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

- Data associated with equitable access to excellent teachers is reviewed and discussed by district and school leadership teams.
- The education level and years of experience by teachers in our district is higher than the state average and staff education and experience at our one racially identifiable school matches that of the district. 76% of our teachers have completed a masters degree as have 74% of teachers at Willow Lane Elementary, compared to 54% of teachers across the state. 63% of our teachers have taught for more than 10 years as have 68% of teachers at Willow Lane, compared to 58% of teachers across Minnesota. Additionally, the percent of teachers with a license in-field at Willow Lane Elementary (97%) matches that of the district as a whole (98%).
- The White Bear district is striving to increase student access to diverse teachers. In 2018/19, 6% of teachers in the district are teachers of color, compared with 7% of teachers at Willow Lane Elementary and 5% of teachers statewide. That proportion should increase as the teaching class of 2019/20 is on-boarded. Recruiting practices in 2018/19 were stream-lined to enable principals to attend recruiting fairs with the ability to offer contracts to highly qualified teachers of color on the day of the fair. The efforts resulted in an increase of diverse teaching staff, administrators, and educational support personnel. Professional development and support implemented specifically for staff of color in 2019/20 should result in a high retention rate among these staff.



## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2018-19 WBWF summary report submission, please check the box if your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ ☒ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

# Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

## All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><b>Goal 1:</b> The number of children participating in early childhood screening will increase by at least 3 percentage points, from 625 in 2017/18 to at least 644 in 2018/19.</p> <p><b>Goal 2:</b> The number of students served by White Bear Pre-K will continue to grow from its 2017/18 baseline of 205 students.</p>	<p><b>Goal 1:</b> In 2018/19, 744 children participated in early childhood screening. That is a 19% increase over the 644 children screened in 2017/18.</p> <p><b>Goal 2:</b> 199 students participated in White Bear Pre-K in 2018/19. This is a slight decrease over the baseline of 205 students in 2017/18.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- Early childhood screening increased sharply following a small decrease in screening participation from 2017 to 2018.
- 5-day Pre-K participation was down slightly in 2018/19.
- Our 2019/20 school readiness metrics will transition from screening rate and Pre-K participation rate to Pre-K participation rate and growth in Teaching Strategies Gold reading and math.

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
The percentage of grade 3 students who are proficient on the MCA-III Reading assessment will increase by 3 percentage points, from 65.1% in 2018 to 68.1% in 2019.	Grade 3 proficiency, as measured by the MCA, decreased 2.5 percentage points, from 65.1% in 2018 to 62.6% in 2019.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- A cohort view of 2019 elementary MCA results in reading shows a 2.6 percentage point increase by the 3rd to 4th grade cohort and a 7.8 percentage point increase by the 4th to 5th grade cohort.
- Our elementary principals, instructional coaches, and curriculum leaders are collaborating on a literacy learning vision with a goal to implement, with fidelity, research-based teaching strategies and practices for structured and explicit literacy instruction, with a focus on phonemic awareness and phonics.
- Prior to the 2018 school year, teachers in kindergarten and 1st grade were trained to use BAS (Benchmark Assessment System) tools to identify student instructional reading levels along with reading fluency and comprehension within and beyond a text. Second grade teachers were trained in this method of conferring about reading in the summer of 2019 and will be implementing BAS during the 2019/20 school year.

## Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>By 2018/19, participation in concurrent enrollment courses for all racial/ethnic and socio-economic groups will match the participation rate of our highest participating group.</p> <p>Our goal participation rate was 51% in 2016, 61% in 2017, 61% in 2018, and 64% in 2019</p>	<p>Our goal for participation was raised to 64% in 2018.19. Participation gaps were reduced across nine racial/ethnic and economic groups. Participation increased across all groups in 2018/19, with our 64% goal being surpassed by students who are Asian, Hispanic, and Two or More Races and come from families with medium to high income.</p> <p>81% of our 2018/19 12th graders participated in at least one college level course. 48% of 2018/19 10th graders have participated in at least one college level course.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

- The participation bar was raised and participation gaps narrowed or closed for all groups. In 2019/20 we will begin our fifth year of applying equitable enrollment strategies to identify students who will to take honors or advanced coursework with teacher encouragement and support. Staff continue to learn strategies to help support students who are taking honors or advanced courses for the first time.
- Students were able to select from 51 college level courses in 2018/19. The Certified Nursing Assistant course was introduced in 2018/19 and provides a rigorous college-level course for students. CNA is an equitable access point for high school students who are interested in patient care in a healthcare setting.
- There are four sections of AP Biology at the High School North Campus. This course provides students with a rigorous AP experience much earlier in their high school career.

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only  <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><b>Goal 1:</b> The percent of members of the graduating class of 2018 who need to enroll in developmental coursework during their first two years of post-secondary education will decrease from 24% to 15%</p> <p><b>Goal 2:</b> The percentage of WBLAHS and ALC students registered in at least one career pathway course will increase by three percentage points, from 16% in 2017/18 to 19% in 2018/19.</p>	<p><b>Goal 1:</b> 16% of students in the class of 2017 enrolled in developmental coursework during the first two years of college. This keeps us on track to reach 15% for the class of 2018.</p> <p><b>Goal 2:</b> 419 high school students participated in at least one career pathway course in 2018/19. This represents 28.7% of our high school students. This exceeds our one-year goal of 19%.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

- Course articulation partnerships with Century College and St. Paul College have been put in place to provide course work in reading and math which create a guaranteed path past developmental coursework.
- We are working to increase student awareness about their right to bypass developmental coursework at Minnesota State Colleges based on MCA and ACT scores.
- Students and business partners are realizing the value in career pathways beyond coursework. Paid internships for students in career pathways increased from 69 in 2018 to 83 in 2019.

## All Students Graduate

<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The percentage of students graduating within four years will increase at least 1.3 percentage points, from 88.7% in 2016/17 to at least 90% in 2017/18</p>	<p>The four-year graduation rate for the class of 2018 was 88.1%. 7.9% of the class of 2018 are still in progress to complete their graduation requirements, 3% dropped out, and 1% have unknown status.</p> <p>Our 7-year graduation rate, which includes students at our Transition Education Center and students who worked towards graduation at the ALC beyond their fourth year, was 95%.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- Of the 48 students who continued to work towards graduation after 2018, 19 have graduated, 18 continue to work towards graduation at the ALC and TEC, and 11 have dropped out.
- Early interventions have been put in place to support students who are at risk of failing courses in 9th and 10th grade.
- Grading procedures have been adjusted to reflect mastery of course content.
- Credit recovery options are being implemented during the school year to keep students on track for graduation in four years.
- Staff collaboration around student credits earned and graduation data has been used to make student-centered changes at the ALC. This includes a daily advisory period with embedded reading time and a restructuring of independent study.
- We have initiated home visit engagement efforts for families of students who are at high risk for dropping out.

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
Increase from 90% to 96% the number of students who graduate from high school by 2020. This goal aligns with WBWF Goal #5: All students graduate.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Class of 2017 4-year rate: 88.7%	88.1% of the class of 2018 graduated in four years.  A significant increase in graduation rate occurred among Hispanic students, from 55% in 2017 to 76% in 2018.	Check <b>one of the following</b> :  <input type="checkbox"/> On Track  <input checked="" type="checkbox"/> Not on Track

- A quarterly analysis of potential student failures and a red flag report for tracking student behavior, homework completion and attendance are used to identify students who are at high risk for failure.
- Interventions have been created to help these students catch up in classes they are failing.
- Flexible, active study hall has been put in place at North Campus to support students who are struggling in coursework.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
Close the achievement gap in both reading and math by 15 percentage points. This goal aligns with WBWF goal #3.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	Proficiency gaps range from 2.8 to 19.7 percentage points in reading and from 4.8 to 30.3 percentage points in math.	In 2018/19, proficiency gaps range from 16.1 to 24.2 percentage points in MCA Reading and 3.3 to 27.5 percentage points in MCA Math.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

- Professional development in “math talks” as a means for elementary teachers to gain a better understanding of how their students process math concepts.
- Strengthened intervention program in the middle schools to support students who are below grade level in reading and math.
- Continue to develop instructional capacity through AVID training and WICOR strategies.



## Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
Increase the number of underserved students who are career and college ready and enrolled in rigorous coursework, including students enrolled in alternative learning centers. This goal aligns with WBWF goals #3 and #4.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	In 2017, we missed our college level class equitable participation goal (61% of students in all groups) by 50 students.	In 2018/2019, we had a goal of 64% participation by students in all groups. We missed fully equitable participation by 36 students.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

- We will continue to identify students who are ready to take college level courses, honors and advanced courses, and career pathway opportunities.
- Assess student in 9th through 11th grade using PreACT and ACT. Analyze strengths and gaps in curriculum and instruction based on college readiness assessments.
- Professional development in WICOR strategies associated with AVID.
- Increase communication with parents to support students in making decision which lead to career and college readiness.

## Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
Increase reading proficiency on MCA assessments for Willow Lane students from 51.7% to 70.8%	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	In 2017, 50.0% of Willow students were in the Meets or Exceeds category on MCA Reading.	In 2019, 54.5% of Willow students were in the Meets or Exceeds category on MCA Reading.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

- This increase from 50.0% to 54.5% includes an increase in grade 3 from 44.2% to 55.0%, and increase in grade 4 from 46.5% to 50.0%, and a decrease in grade 5 from 62.1% to 58.2%.
- Willow Lane became a schoolwide Title 1 school in 2018/19 which allowed for more flexible differentiation during WIN time.
- Full implementation of Common Interim Assessments aligned to Minnesota Academic Standards provided formative student data for grade level teams.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

### **Willow Lane**

#### **Student Success Coach**

Our student success coach is in his 6th year serving the students of Willow Lane. He has built an amazing program of Tier I and Tier II behavior supports for our students using PBIS, Check-In/Check-Out, Youth Empowerment Groups and Restorative Dialogue. The impact of this position and these practices are as follows:

- A decrease in Major referrals by 17%, from 1194 to 996.
- 86% of students received fewer than 5 referrals.
- Kindergarten behavior referrals were cut in half from 319 to 161.
- Bus referrals continue to decrease from 160 to 50.
- Suspensions decreased by 40%, from 118 to 71.
- 6 students on our tier 3 behavior list were removed from that list this fall..

### **Willow Lane/Otter Lake Partnership at Tamarack Nature Center**

#### **Willow Lane Perspective**

Partnering with a non-racially identifiable school, Otter Lake, our students engage three times a year with a student peer from Otter Lake. The students introduce themselves and have the first connection prior to their first meeting via e-mail, See Saw, or other method. Students then meet in person and partner with their Otter Lake buddy to learn through Tamarack Nature Center direct programming and a Discovery Hollow Challenge. Students from both schools are impacted by getting the opportunity to make new friends and get to know students that do not look like themselves. We believe this helps to break down racial and socioeconomic barriers . Students engage together with their grade level buddy class three times a year, in the Fall, Winter and Spring.

#### **Otter Lake Perspective**

All K-5 students participated in three integrated events through an outdoor learning experience. Our school partners with a racially isolated school to plan and implement outdoor learning experiences that bring our students together at the local county nature center. Prior to the outdoor learning experiences, many students had an opportunity to meet another student from the other school through electronic platforms. Students then spent time exploring the outdoor learning space with their buddy student. We feel that all of our students benefit from this partnership. As the nation becomes more racially and ethnically diverse research has found that

students' exposure to other students who are different from themselves, and the ideas and challenges that such exposure brings, leads to improved cognitive skills, including critical thinking and problem solving. Students learn better how to navigate adulthood in an increasingly diverse society.



# Measures of Academic Success, 2018/19

World's Best Workforce / Achievement and Integration Summary Report  
Sara Paul- Assistant Superintendent for Teaching and Learning  
Brian Morris- Assessment Coordinator

School Board Work Study Meeting  
September 23, 2019



## Striving for the World's Best Workforce

1. All children are ready to start kindergarten
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed
4. All student are ready for career and/or postsecondary education
5. All students graduate from high school.

## 1. All Children are ready to start kindergarten.

- Kindergarten Screening
- Pre-K participation



## 2. All 3rd graders can read at grade level.

- MCA Reading, grade 3



### 3. All Achievement gaps between students are closed.

- Equitable access and participation in college level coursework.



### 4. All students are ready for career and/or post-secondary education.

- Remedial coursework beyond high school.
- Career Pathway participation.

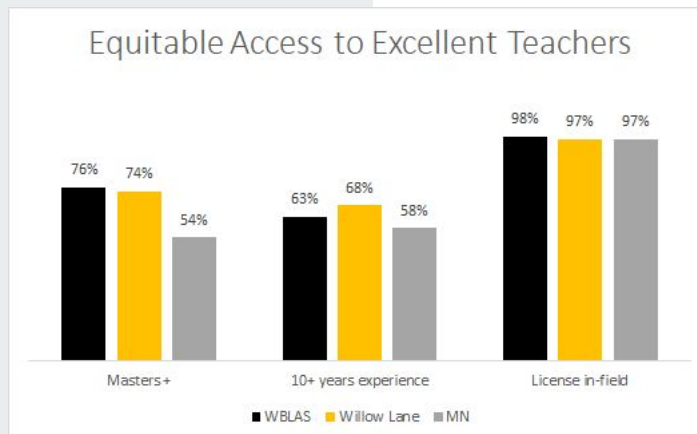


## 5. All students graduate from high school.

- Class of 2018 4-year graduation rate.
- Students continuing to successful graduation.



## Equitable Access to Excellent Teachers







## **Achievement and Integration Goals**

**Goal 1:** Increase graduation rate to 96% by 2020.

**Goal 2:** Close achievement gaps in reading and math by 15 percentage points.

**Goal 3:** Increase the participation rate in rigorous coursework of traditionally underserved students who are college and career ready.

**Goal 4:** Increase reading proficiency at Willow Lane, as measured by MCA, to 70.8% proficient by 2020.