



World's Best Workforce Public Meeting

School Board Presentation
Presented By: Cari Jo Drewitz, Director of Curriculum,
Instruction and Assessment

September 19, 2016

Annual Report and Summary Report



According to Minnesota Statute 120B.11, school districts must develop a World's Best Workforce Annual Report and report summary. Districts will post their reports on the district website and submit the summary report to MDE each year.

The school board should hold an annual public meeting to review the district's progress towards achieving student achievement goals, plans and strategies for improving curriculum and instruction.

WEST ST. PAUL – MENDOTA HEIGHTS – EAGAN AREA SCHOOLS

STRATEGIC FRAMEWORK

Mission

Our Core Purpose

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Core Values

What Drives Our Words and Actions

- **Accountability:** Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication.
- **Collaboration:** Engaging in partnerships founded on interdependence, trust, and transparency.
- **Curiosity:** Inspiring a lifelong desire to learn and grow.
- **Equity:** Providing all students with equitable access to educational resources and opportunities.
- **Excellence:** Setting high expectations and focusing on continuous improvement.
- **Innovation:** Encouraging creative problem solving, critical thinking, and risk taking.
- **Respect:** Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives.
- **Stewardship:** Allocating resources in a wise, sustainable manner to cost-effectively achieve our vision.

Vision

What We Intend to Create

- Comprehensive and exemplary academic and co-curricular programs and services
- Rigorous 21st Century curriculum and instruction based on current research and best practices.
- A safe and respectful learning community.
- A welcoming environment that embraces diversity.
- The leading educational choice in the community.

Goals

A

Achieve measurable growth and continuous progress for each student.

B

Narrow the achievement gap.

C

Personalize learning by offering multiple pathways and opportunities to explore individual interests and talents.

D

Prepare students to be career or college ready.

E

Deliver high impact early learning opportunities.

F

Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.

Strategic Goals



Goals

A

Achieve measurable growth and continuous progress for each student.

B

Narrow the achievement gap.

C

Personalize learning by offering multiple pathways and opportunities to explore individual interests and talents.

D

Prepare students to be career or college ready.

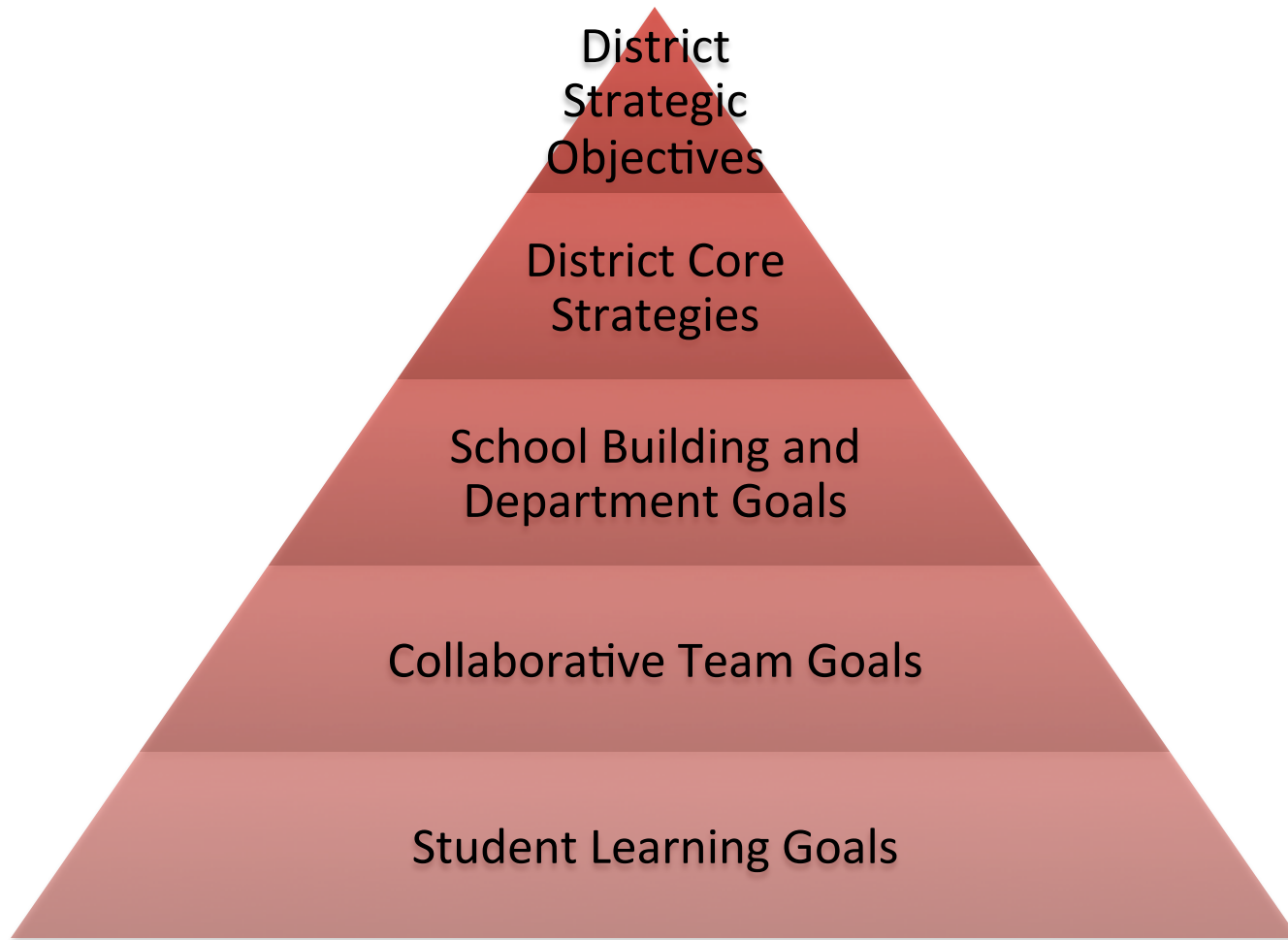
E

Deliver high impact early learning opportunities.

F

Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.

District Goals and Improvement Plans

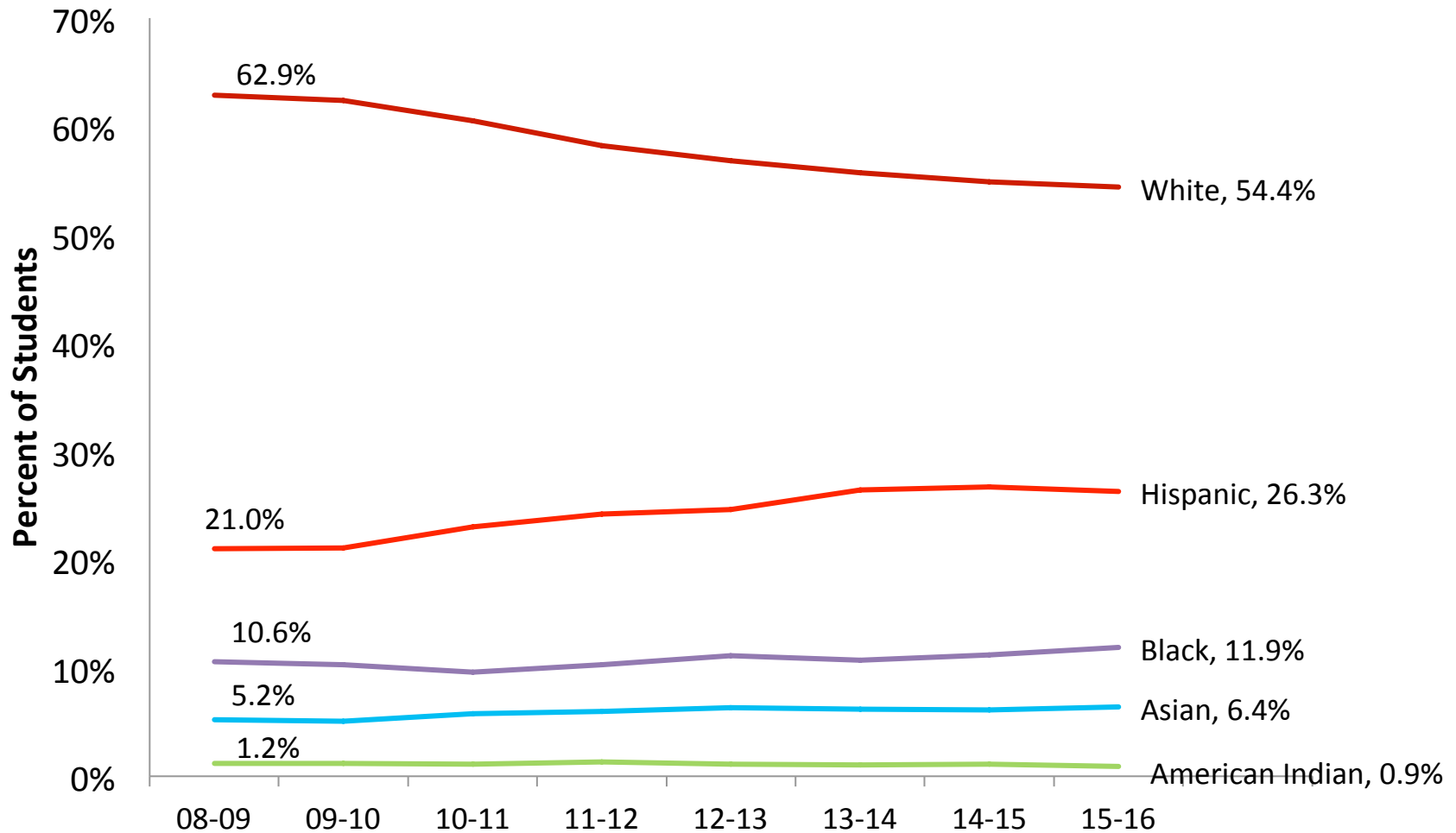


Measurement of Strategic Goals



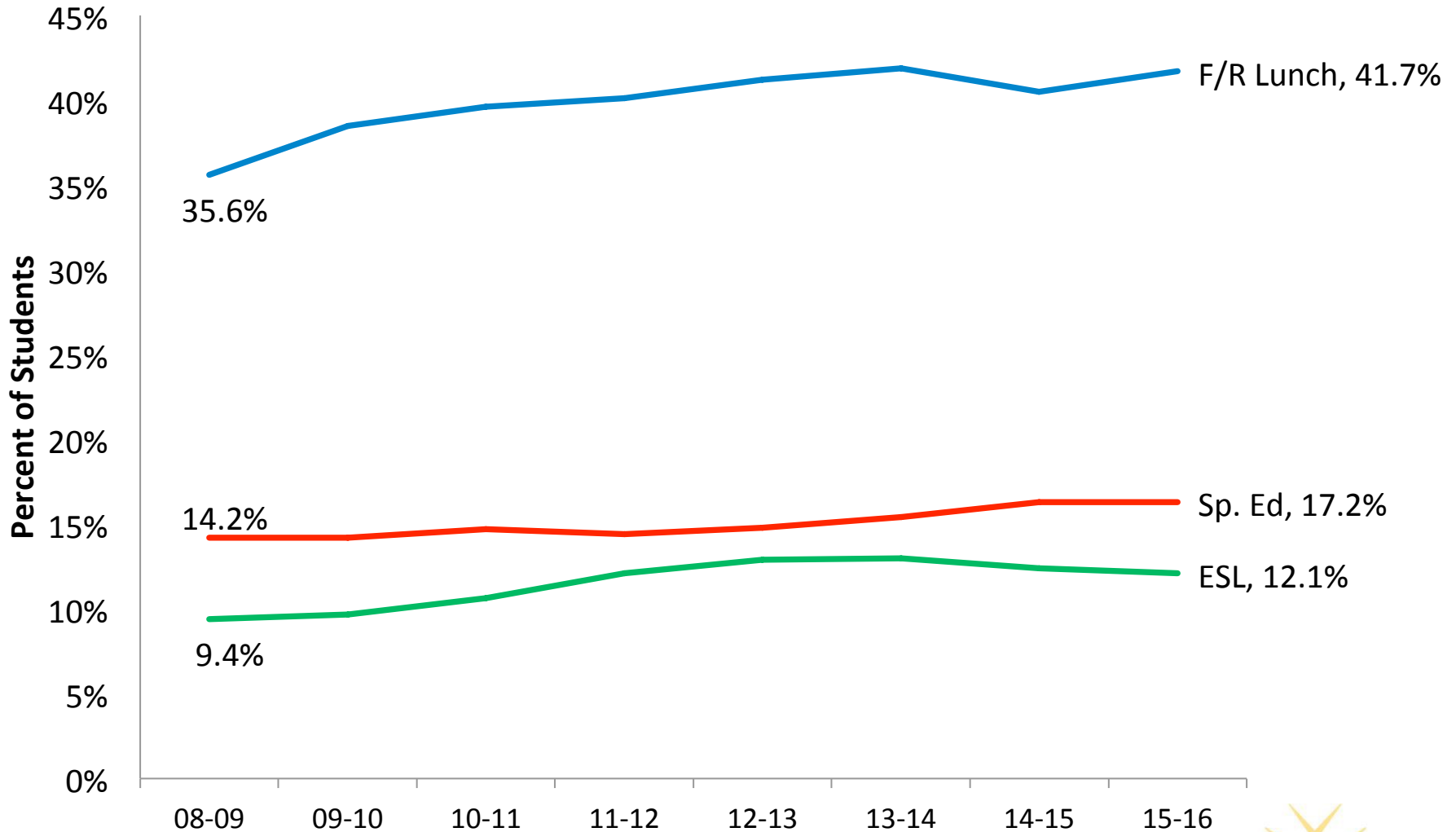
- District Scorecard
- Annual Achievement Targets
- Continuous Improvement Plans
- Professional Growth Plans

ISD197 Trends in Ethnic Enrollment



Source: MN Dept. of Education

ISD197 Trends in Special Populations



Source: MN Dept. of Education



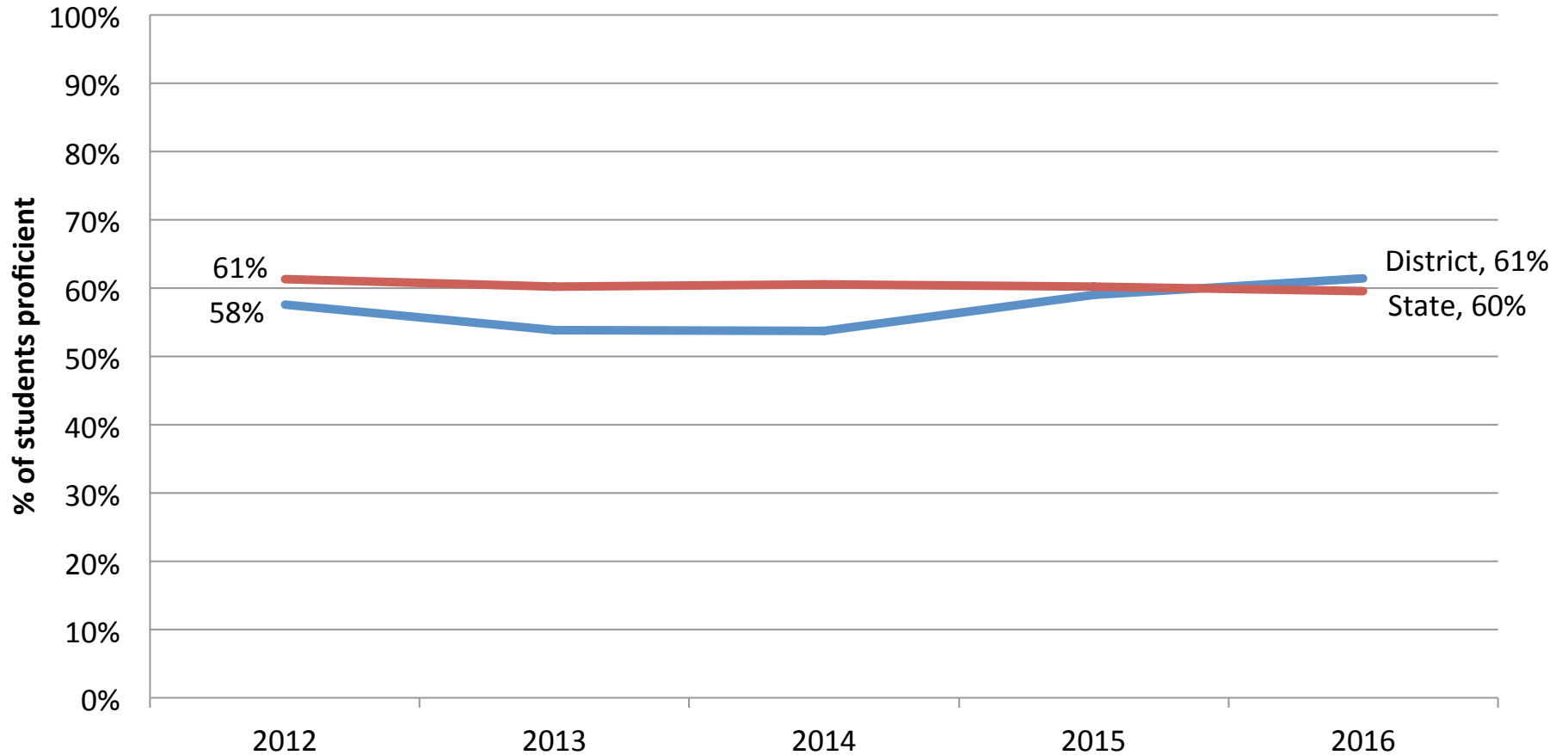
Goal A Results:
Achieve measurable growth and
continuous improvement for each student.



Goal A Results - Math



MCA III Math Proficiency



Source: MN Dept. of Education

Notable Math Results



MCA III Math 2016		
Garlough	Pilot Knob	Somerset
Gr. 4: +7.3%	Bldg: +12% Gr. 3: +9.8% Gr. 4: +6.5%	Gr. 3: +5.5%

MCA III Math 2016	
Friendly Hills	Heritage
Gr. 8: +5.3%	Gr 8: +22.5% Bldg: +4.8%

Read Well by Third Grade



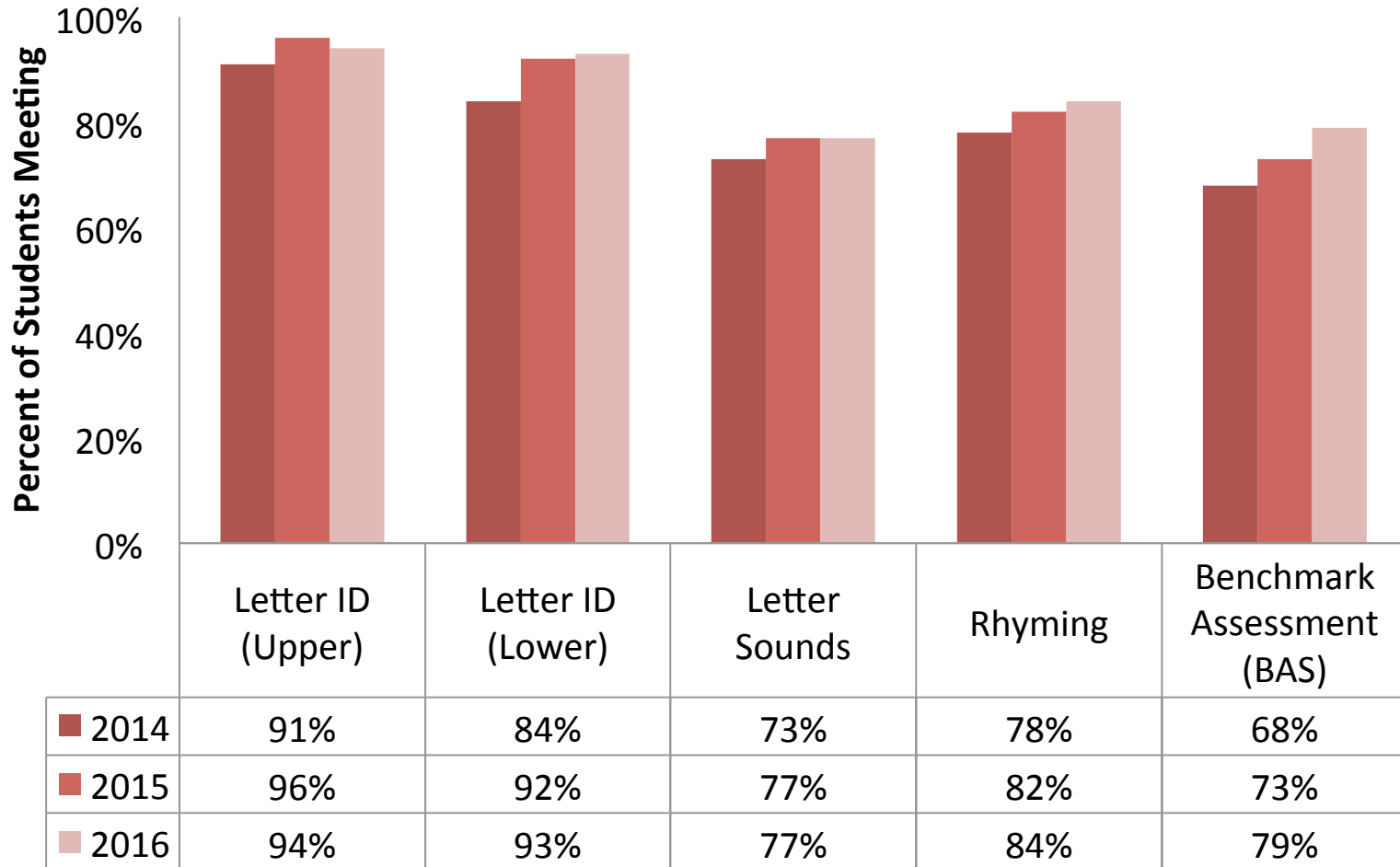
Minnesota Statute section 120B.12 requires that public schools annually submit data on reading proficiency for all students through Grade 3 to ensure that all students are on track to “read well” by the end of third grade.

Data submission to the Minnesota Department of Education is by July 1st, 2016.

Results - Kindergarten



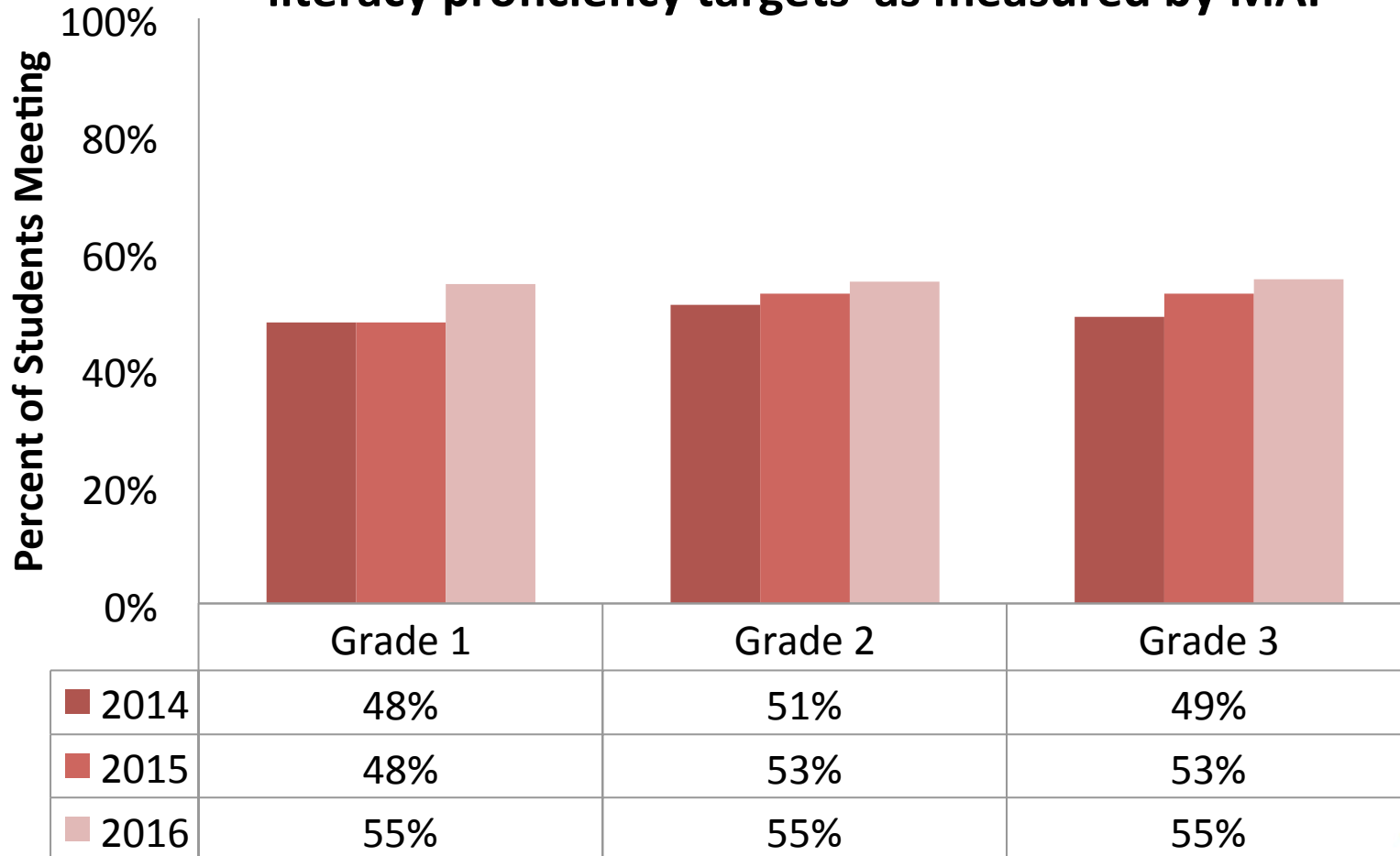
% of Kindergarten students meeting early literacy proficiency targets



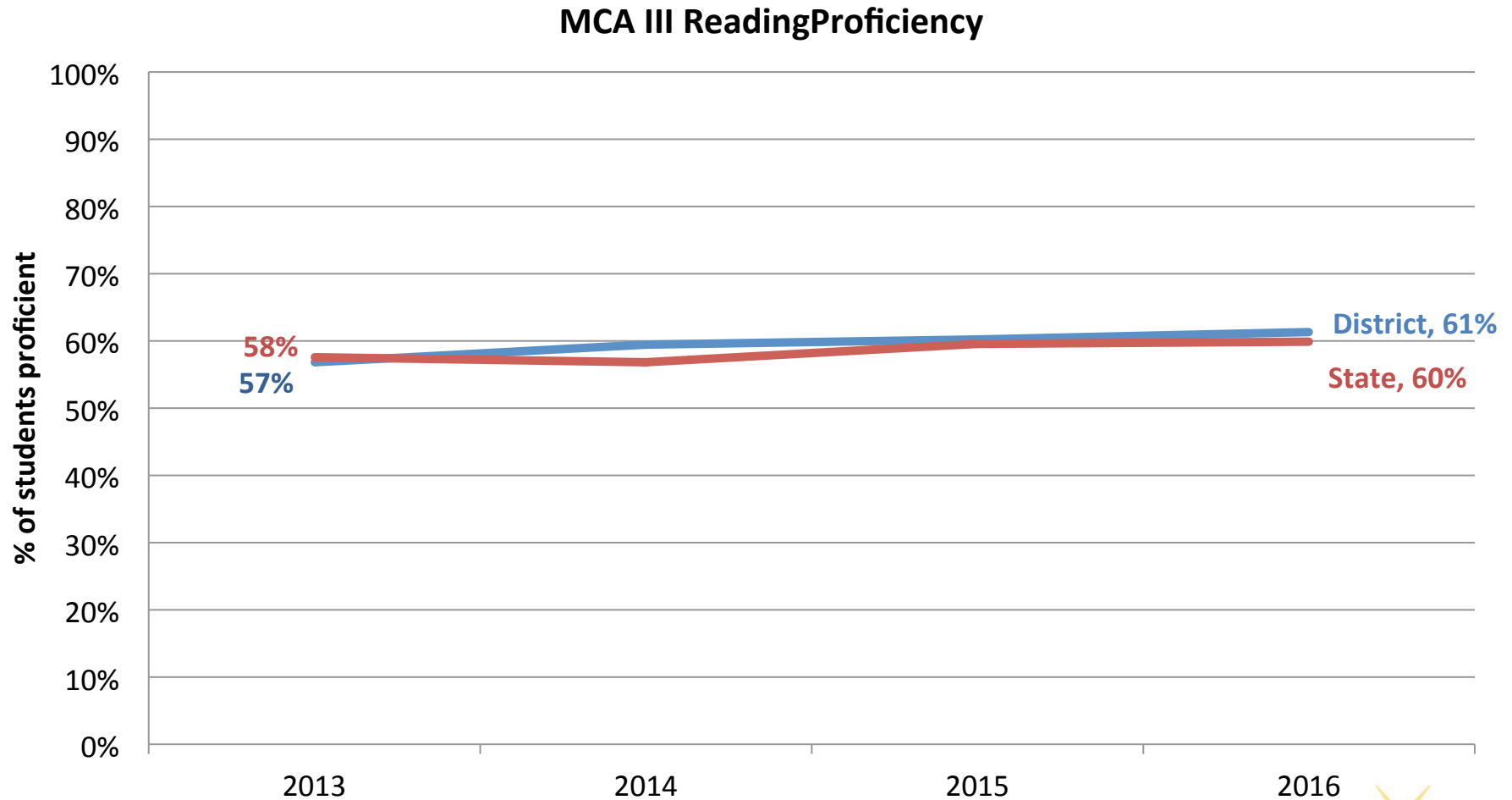
Results - Grades 1 - 3



**% of Grade 1 - 3 students meeting
literacy proficiency targets as measured by MAP**



Goal A Results - Reading



Source: MN Dept. of Education

Notable Reading Results



MCA III Reading 2016 - Elementary

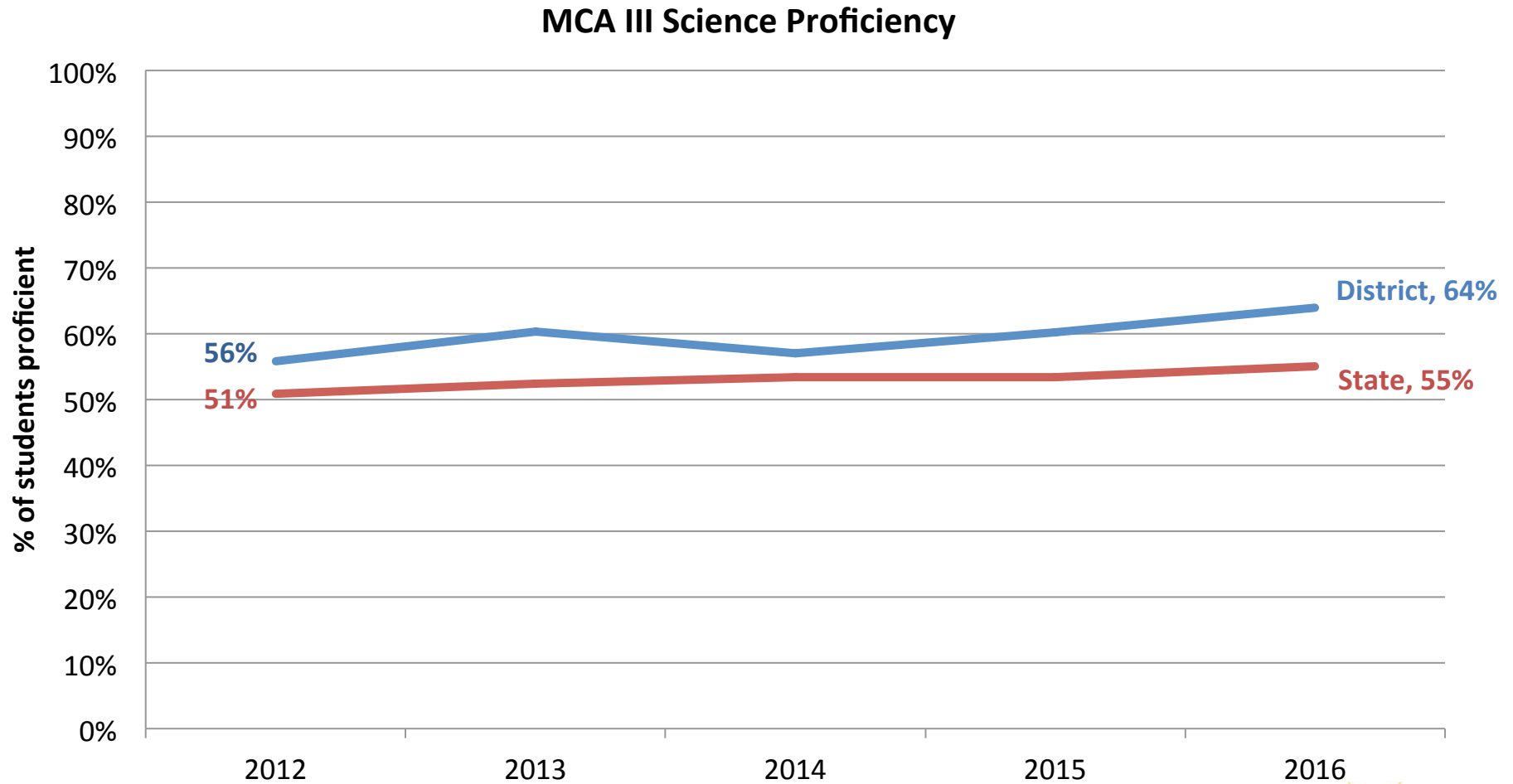
Garlough	Mendota	Moreland	Pilot Knob	Somerset
Grade 4: +13%	Grade 3: +3.4%	Grade 4: +5.5%	Grade 3: +4.5% Grade 4: +9.2% Bldg: +9.3%	Grade 3: +9.6% Grade 4: +7.4% Bldg: +9.1%

MCA III Reading 2016 – Middle School

Heritage

Overall: +4%
Grade 5: + 8.6%
Grade 6: +6.2%
Grade 7: + 3.3%

Goal A Results - Science



Source: MN Dept. of Education

Notable Science Results

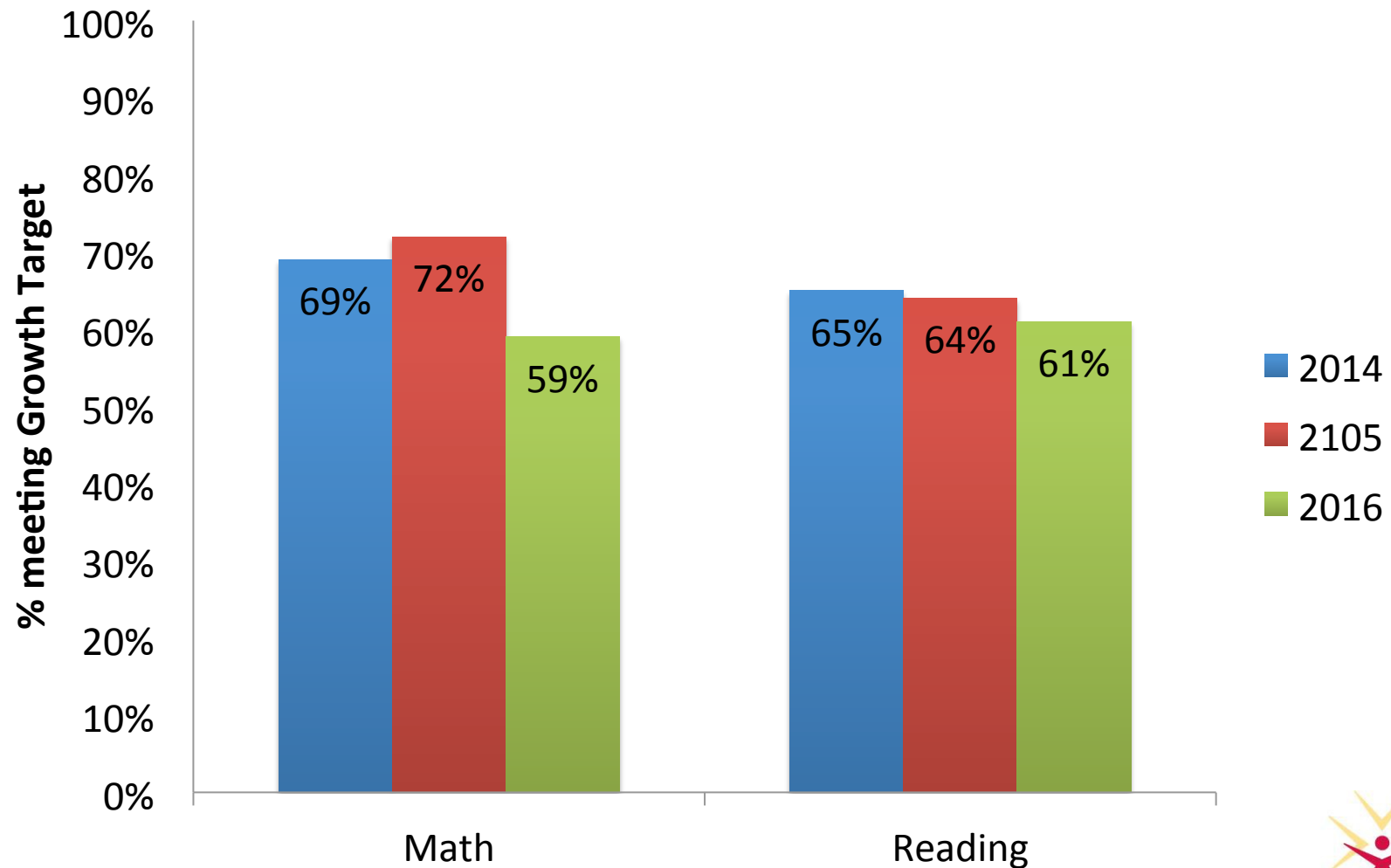


MCA III Science 2016	
Heritage	Sibley
Overall +8.6% Grade 5: +8.2% Grade 8: +10.7%	Biology (Grade 10) +3.4%

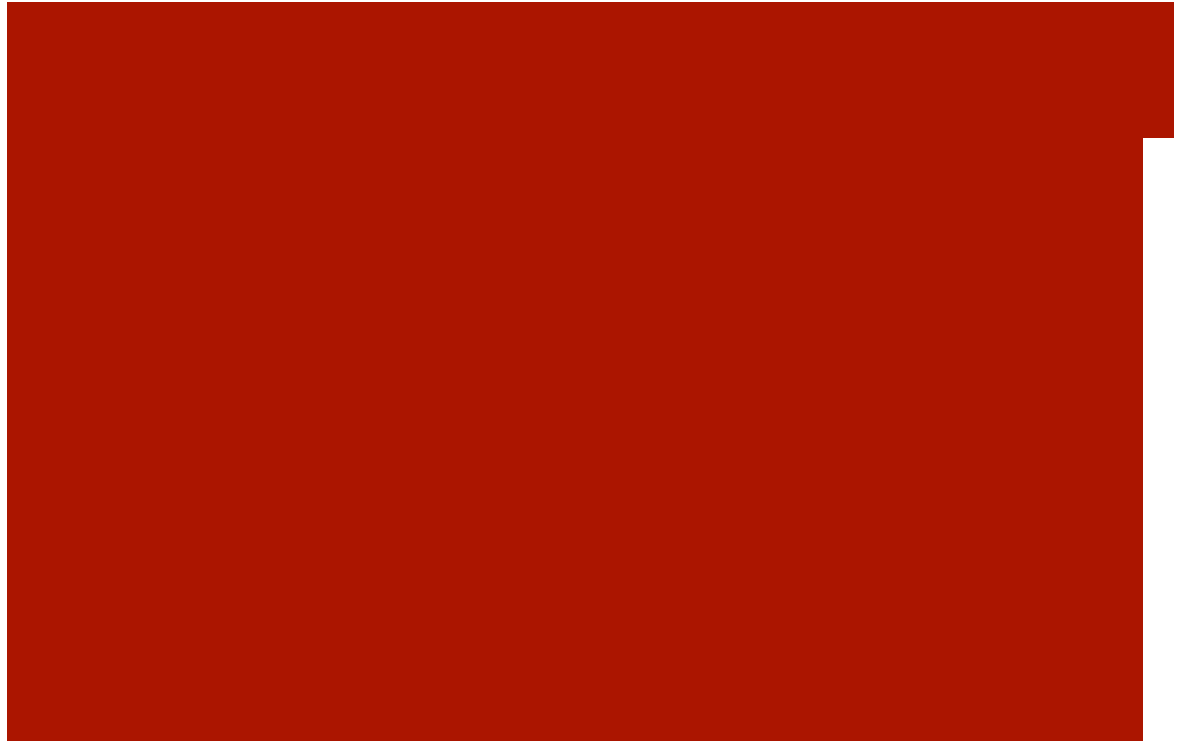
Goal A - MAP Growth



Percent of Students Meeting MAP Growth Target



Source: Northwest Evaluation Association (NWEA)



Goal B Results: Narrow the Achievement Gap.



Achievement Gap Measures



Ethnic Gap

- Difference in scores between white students compared to African-American and Hispanic students

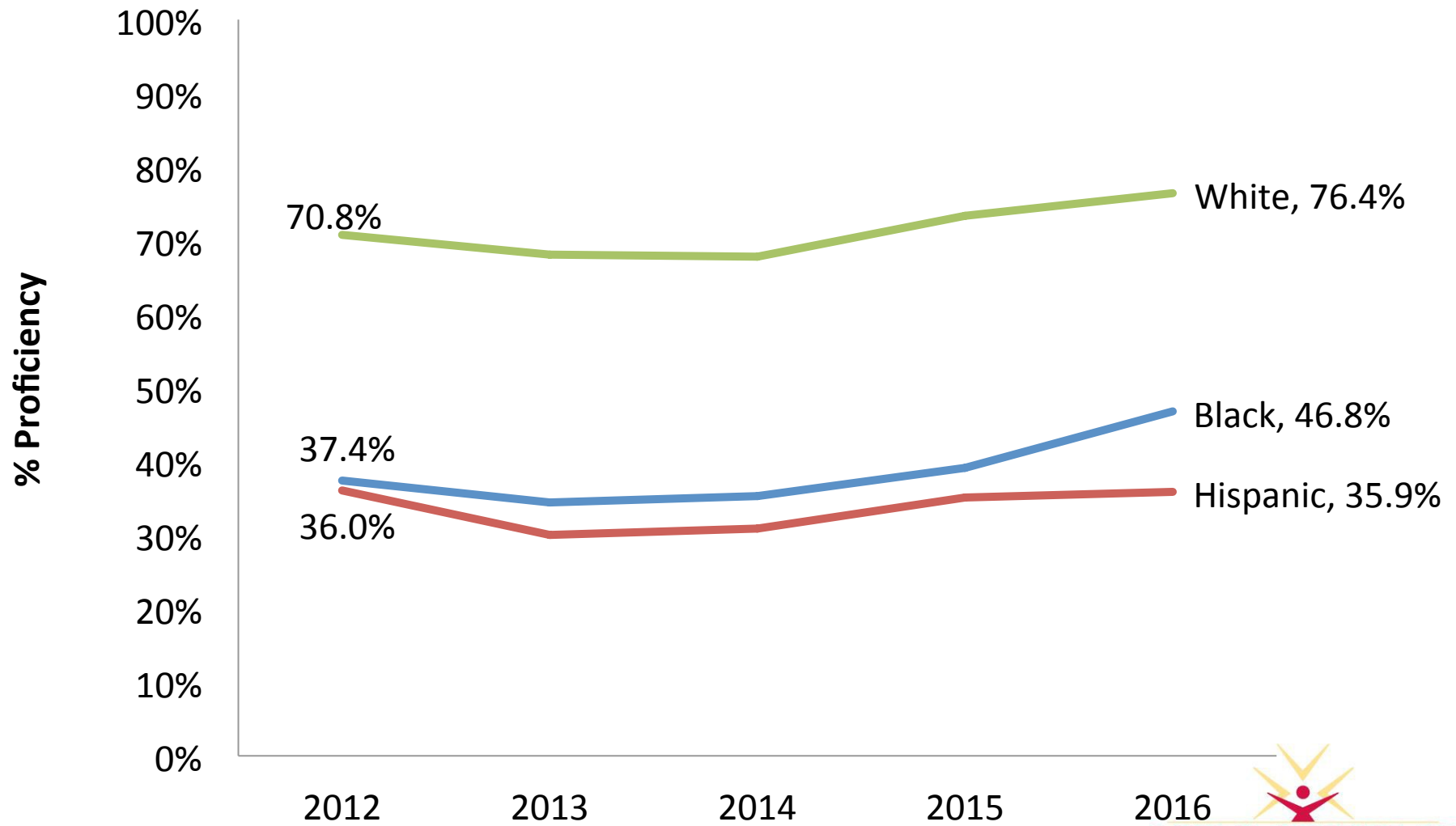
Economic Gap

- Difference in scores between students in poverty compared to students NOT in poverty

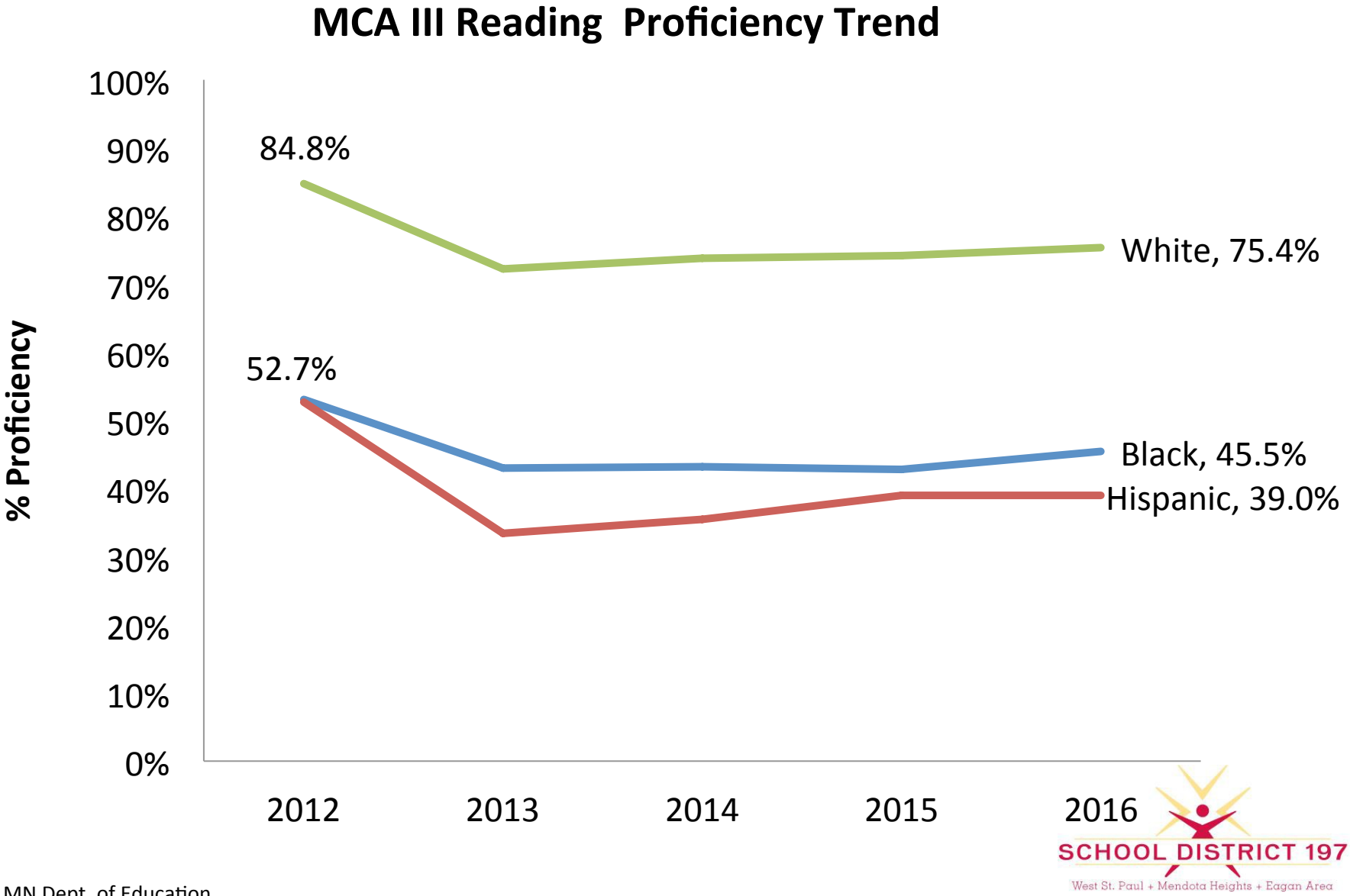
Goal B Results – Ethnic GAP



MCA III Math Proficiency Trend



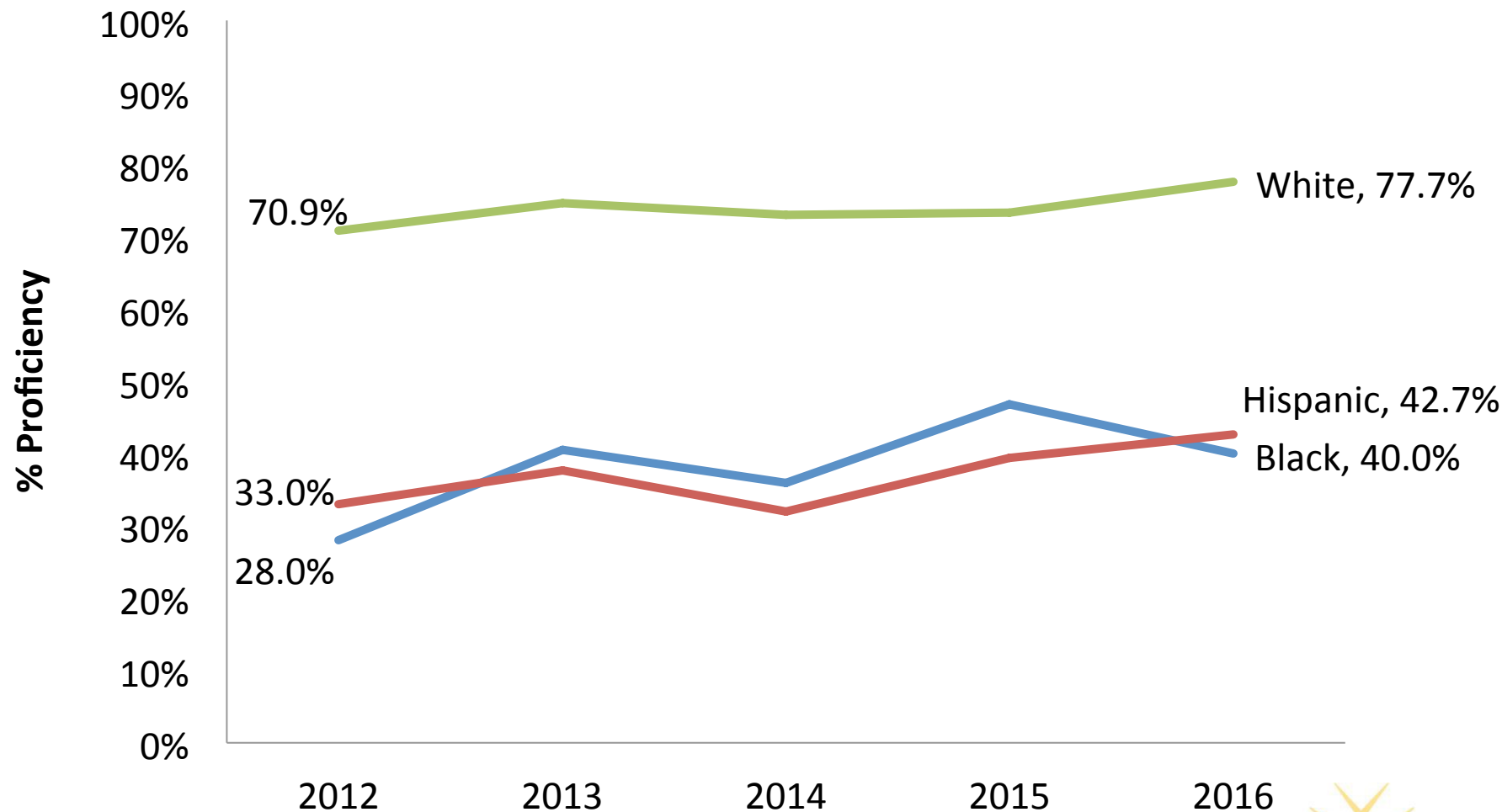
Goal B Results – Ethnic GAP



Goal B Results – Ethnic GAP



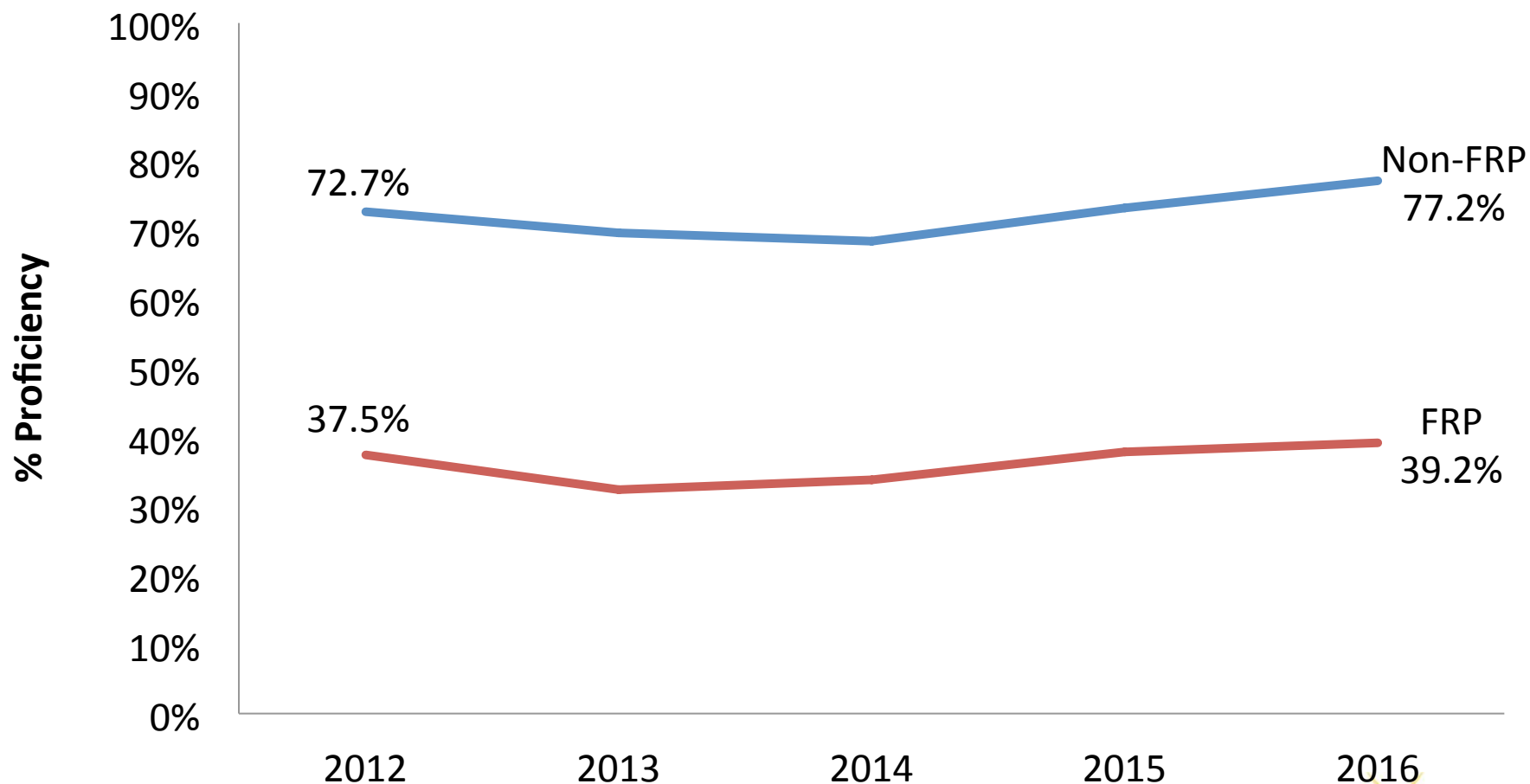
MCA III Science Proficiency Trend



Goal B Results – Economic Gap

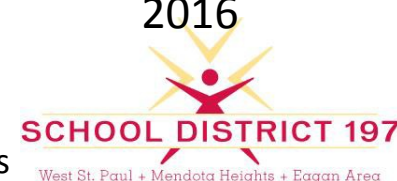


MCA III Math Proficiency Trend



FRP: Students that receive Free or Reduced Price Meals

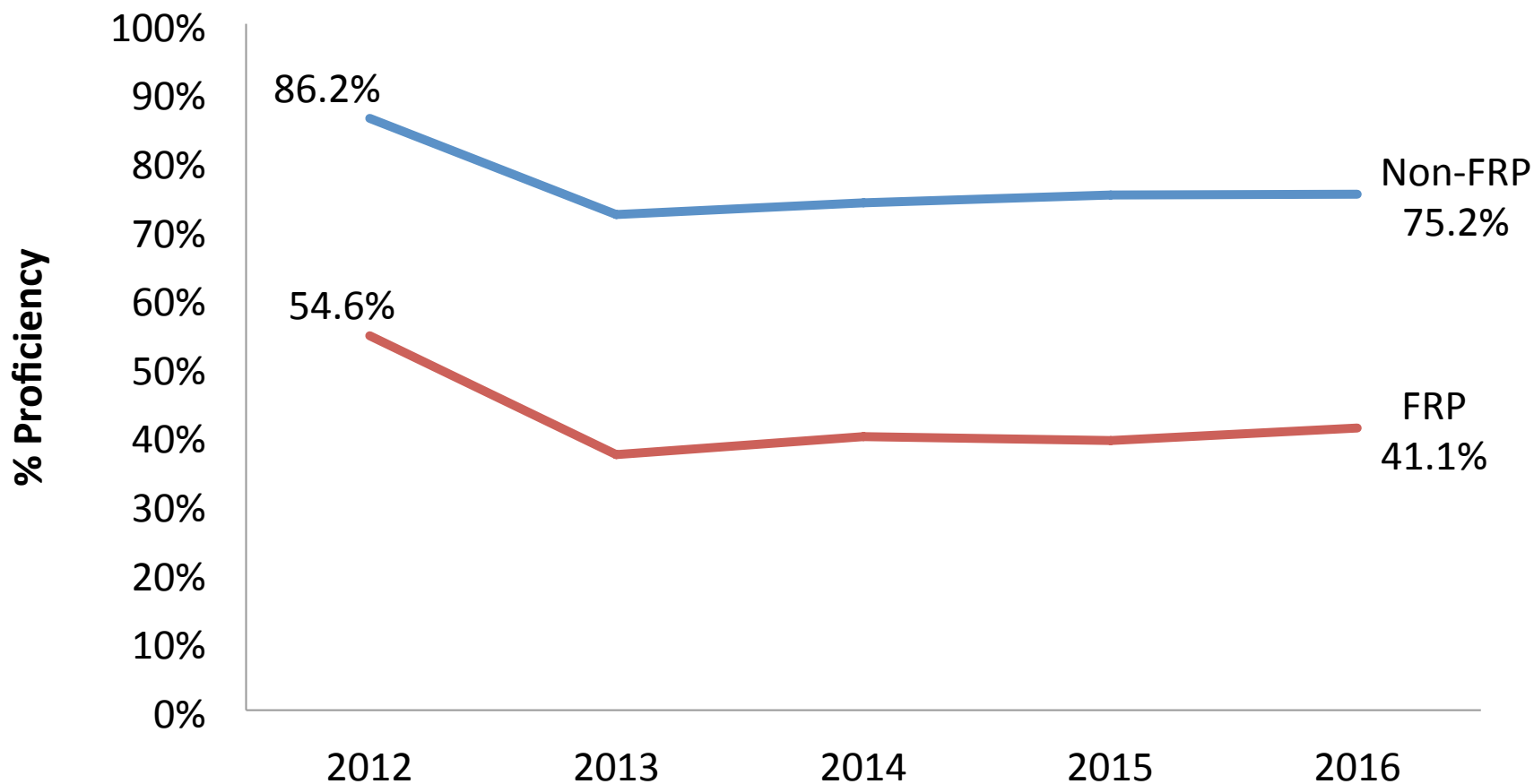
Non-FRP: Student who do not received Free and Reduced Price Meals



Goal B Results – Economic Gap



MCA III Reading Proficiency Trend

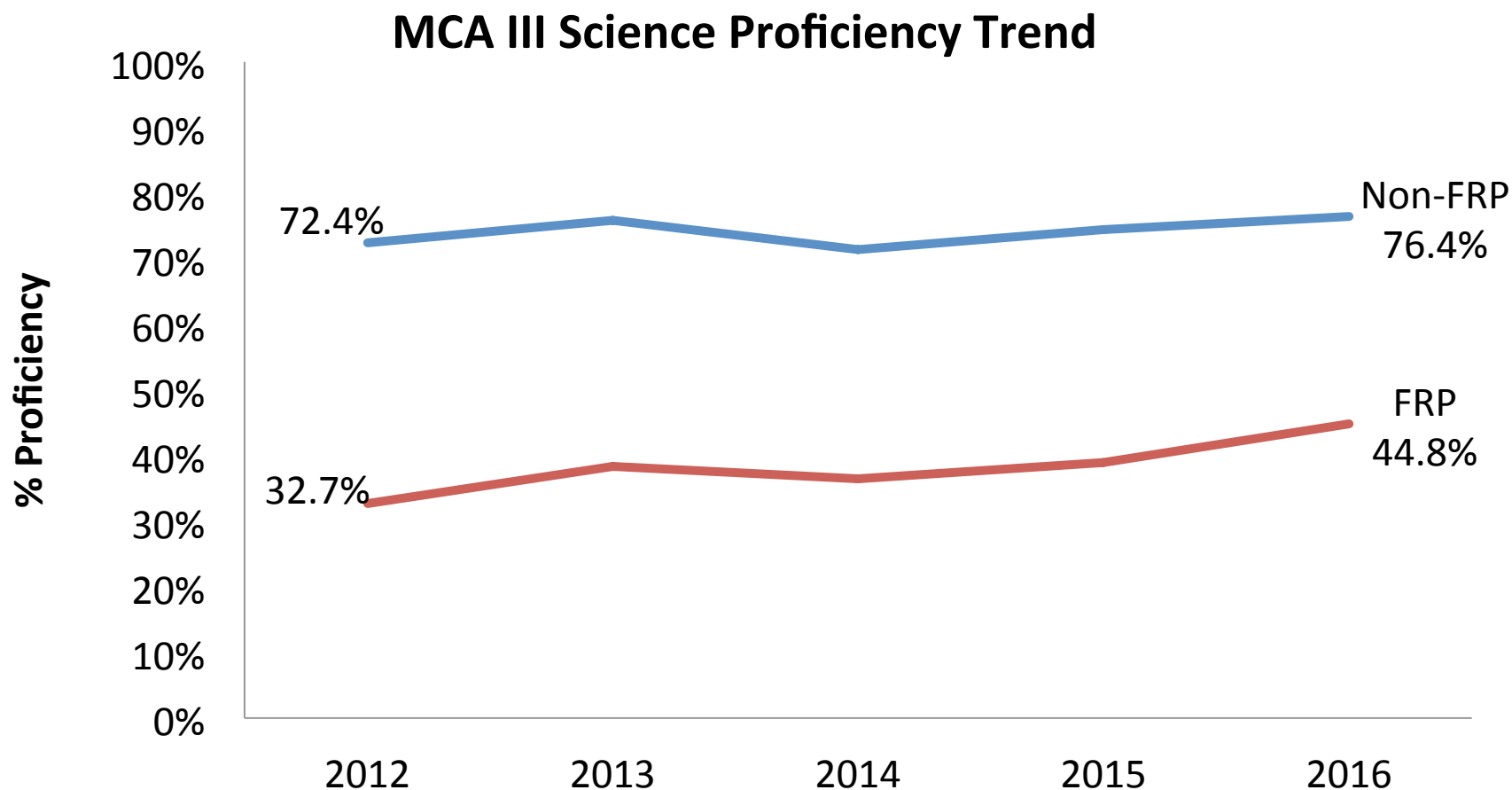


FRP: Students that receive Free or Reduced Price Meals

Non-FRP: Student who do not received Free and Reduced Price Meals



Goal B Results – Economic Gap



FRP: Students that receive Free or Reduced Price Meals

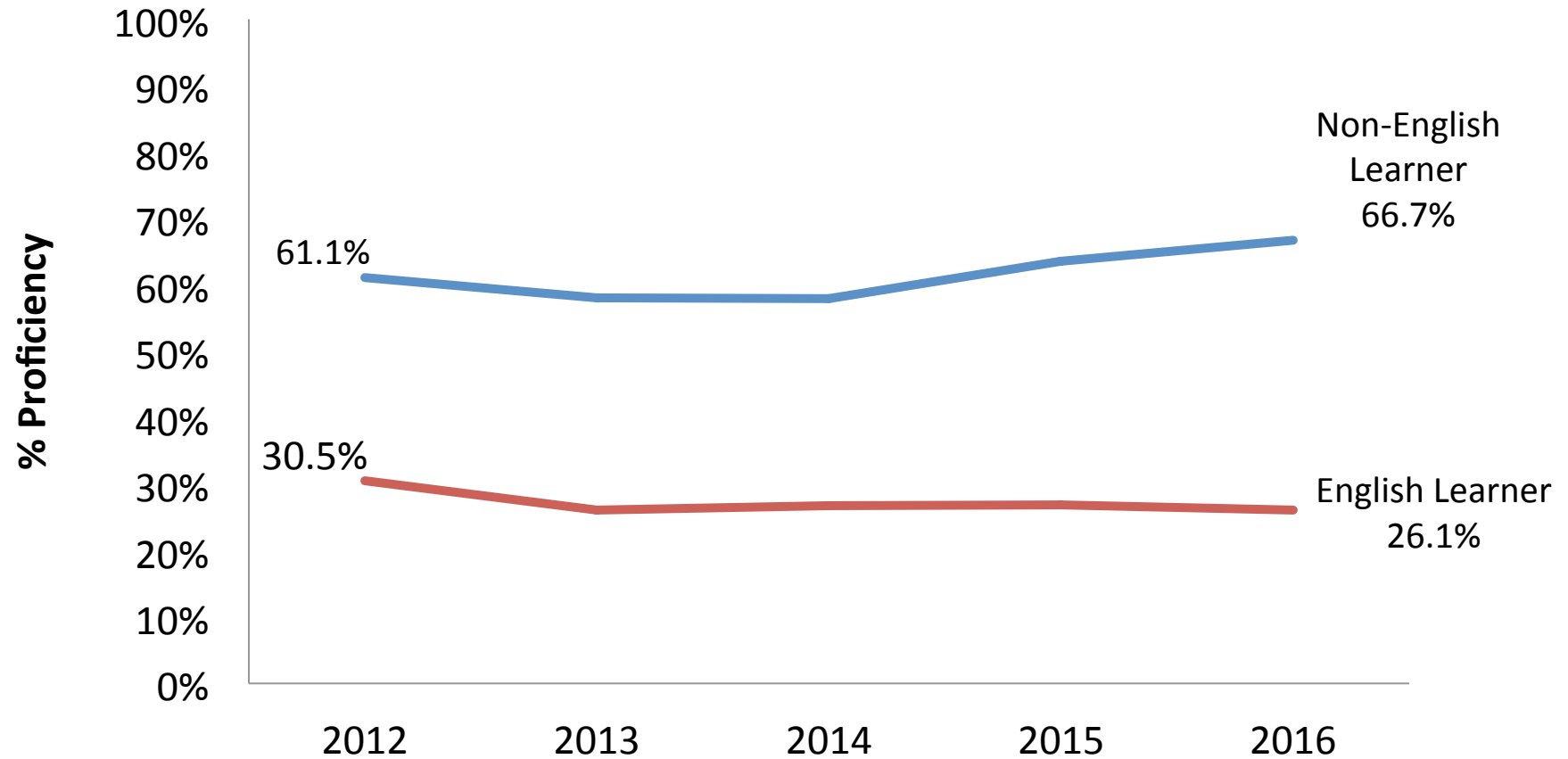
Non-FRP: Student who do not received Free and Reduced Price Meals



Goal B Results – ESL Gap



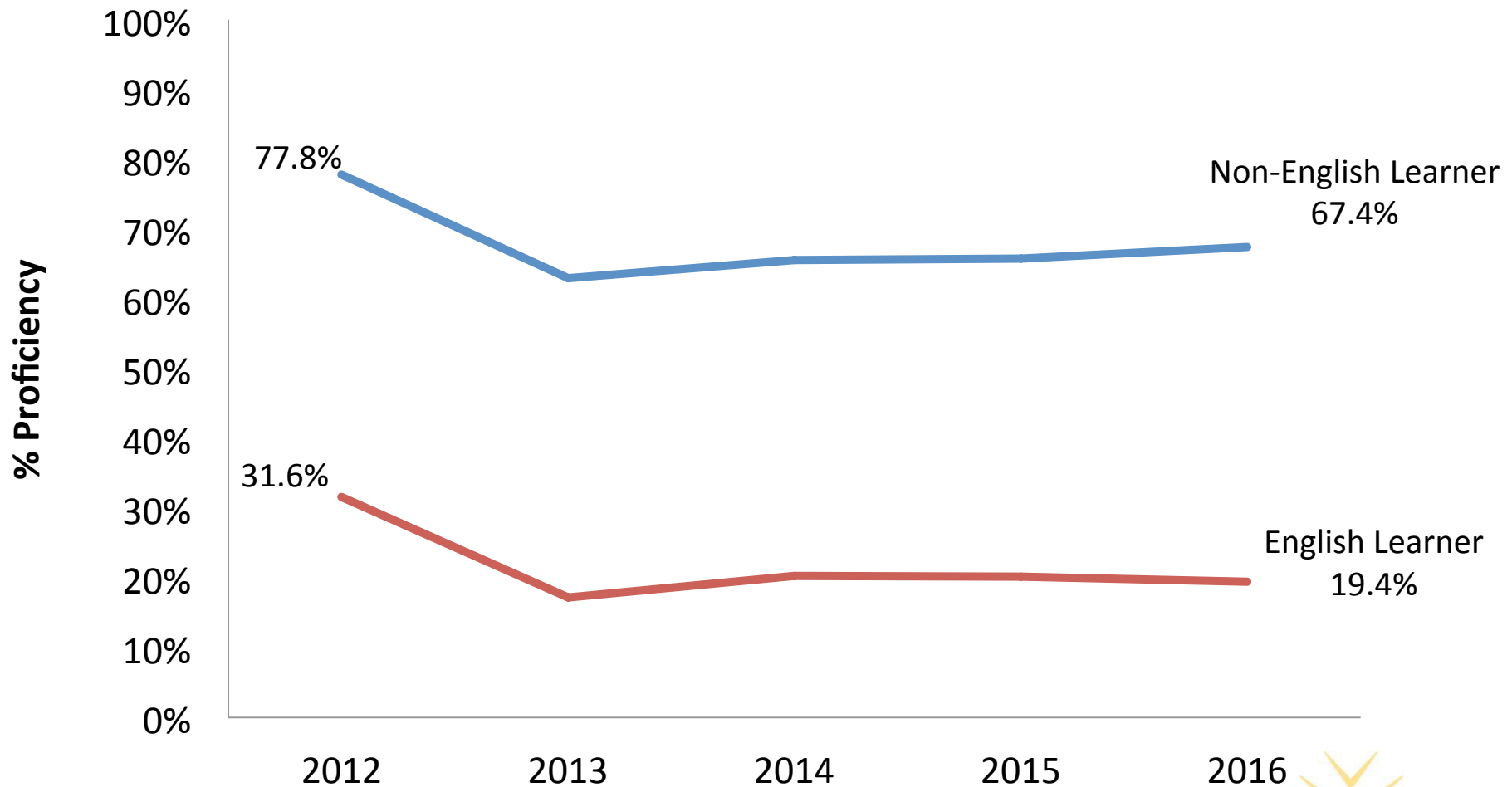
MCA III Math Proficiency Trend



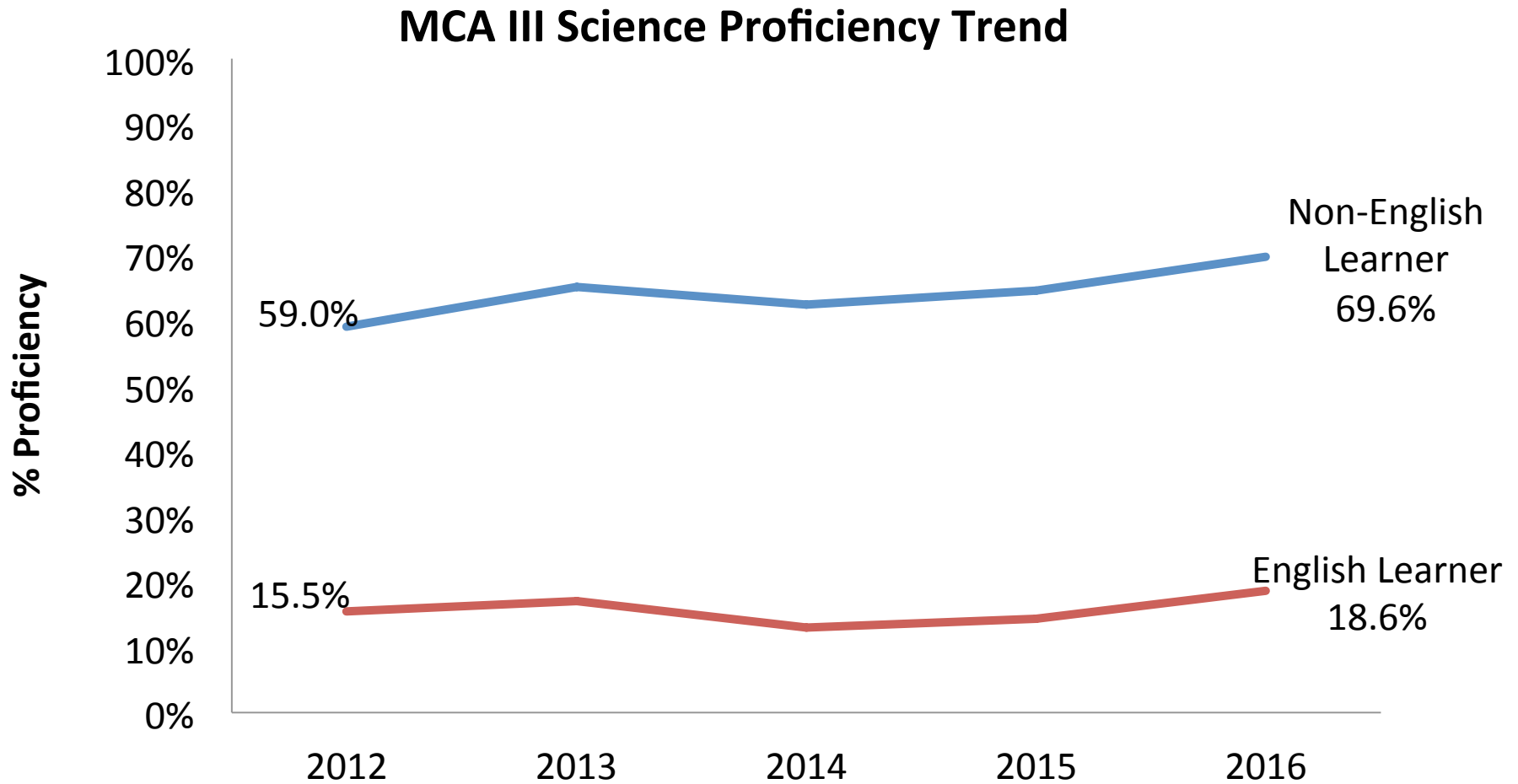
Goal B Results – ESL Gap



MCA III Reading Proficiency Trend



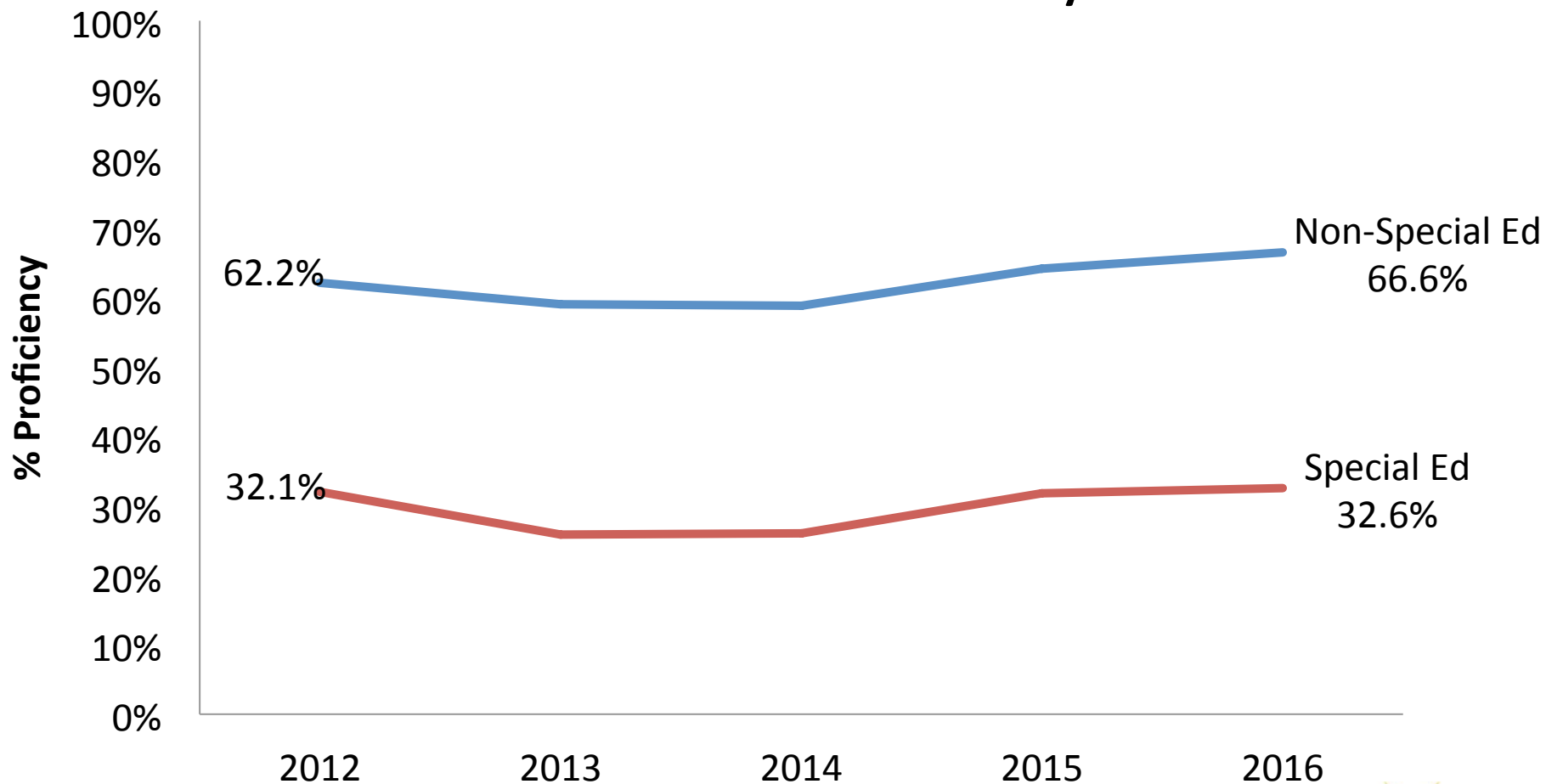
Goal B Results – ESL Gap



Goal B Results – Special Ed Gap



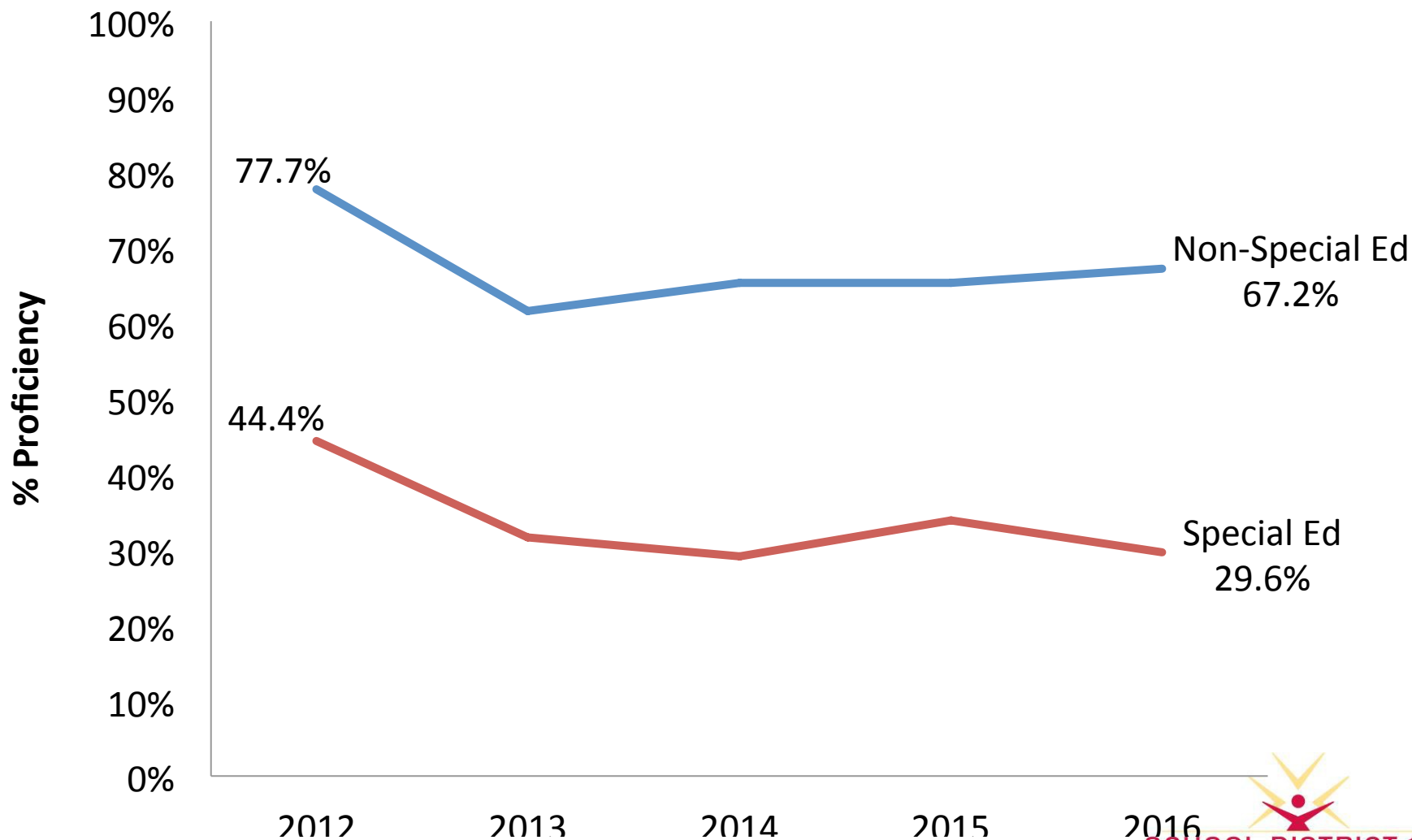
MCA III Math 2012 - 2016 Proficiency Trend



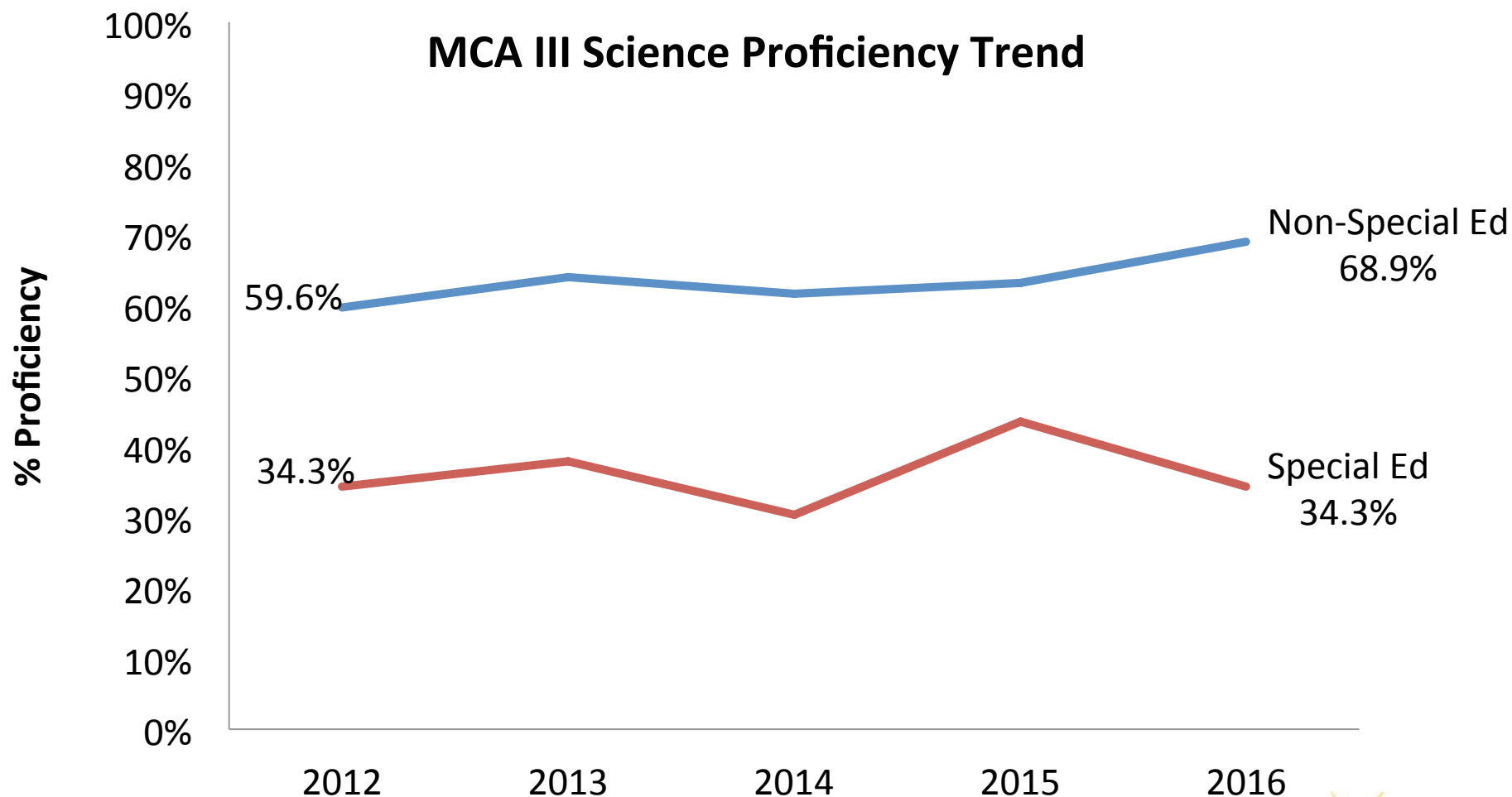
Goal B Results – Special Ed Gap



MCA III Reading 2012 - 2016 Proficiency Trend



Goal B Results – Special Ed Gap



Spec Ed: Students receiving special education services
Non-SPED: Students not receiving special education services



Achievement and Integration Plan



Districts are required to submit an Achievement and Integration Plan. The purpose of achievement and integration programming is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds.

Districts are required to annually provide an update on progress toward their achievement and integration plan goals as part of the District's annual public meeting.

Achievement and Integration Plan



Achievement Goal:

As measured by the Math MCA III assessment, District 197 will decrease the proficiency GAP between Hispanic and White students from 37.9% in 2013 to 17.1% in 2017.

Integration Goal:

In order to increase the interaction with students from racially isolated districts and to increase academic achievement, District 197 will increase the number of students participating in inter-district activities from 368 in 2013 to 491 in 2017.

College and Career Goal:

District 197 will increase the percent of students enrolled in AVID that meet the ACT College Ready benchmark in Reading and Math, as measured by the NWEA MAP assessment, from 12.7% in Math in 2013 to 35% by 2017, and 21.4% in Reading in 2013 to 41% by 2017 by increasing enrollment of underrepresented populations in rigorous classes.

Achievement Goal



As measured by the Math MCA III assessment, District 197 will decrease the proficiency GAP between Hispanic and White students from 37.9% in 2013 to 17.1% in 2017.

MCA III Math Proficiency Gap between White and Hispanic students

	Baseline 2012-13	ACTUAL 2013-14	Goal Year 1 2014-15	Goal Year 1 Actual	Goal Year 2 2015-16	Goal 2 Actual	Goal Year 3 2016-17	Total Increase
GAP	37.9%	36.9%	27.5%	38.3%	22.3%	40.5%	17.1%	20.8%

Family Engagement



District 197 will start 8 classes of Parent Academy in 2014-15 and expand to 15 classes by 2017.

Parent Academy Classes				
Goal Year 1 2014-15	Actual Year 1 2014-15	Goal Year 2 2015-16	Actual Year 2 2015-2016	Goal Year 3 2016-17
8 classes	9 classes 5 Spanish 4 English 150 participants	12 classes	10 classes 5 English 5 Spanish 95 participants	15 classes

Integration Goal



In order to increase the interaction with students from racially isolated districts and to increase academic achievement, District 197 will increase the number of students participating in inter-district activities from 368 in 2013 to 491 in 2017.

Number of students enrolled in integrated learning environments, i.e. Model United Nations, Kindergarten Camp

	Baseline 2013-14 Actual	Goal Year 1 2014-15	Year 1 Actual	Goal Year 2 2015-16	Year 2 Actual	Goal Year 3 2016-17
Number of students	368	405	209	446	213	491

College and Career Goal



District 197 will increase the percent of students enrolled in AVID that meet the ACT College Ready benchmark in Reading and Math, as measured by the NWEA MAP assessment, from 12.7% in Math in 2013 to 35% by 2017, and 21.4% in Reading in 2013 to 41% by 2017 by increasing enrollment of underrepresented populations in rigorous classes.

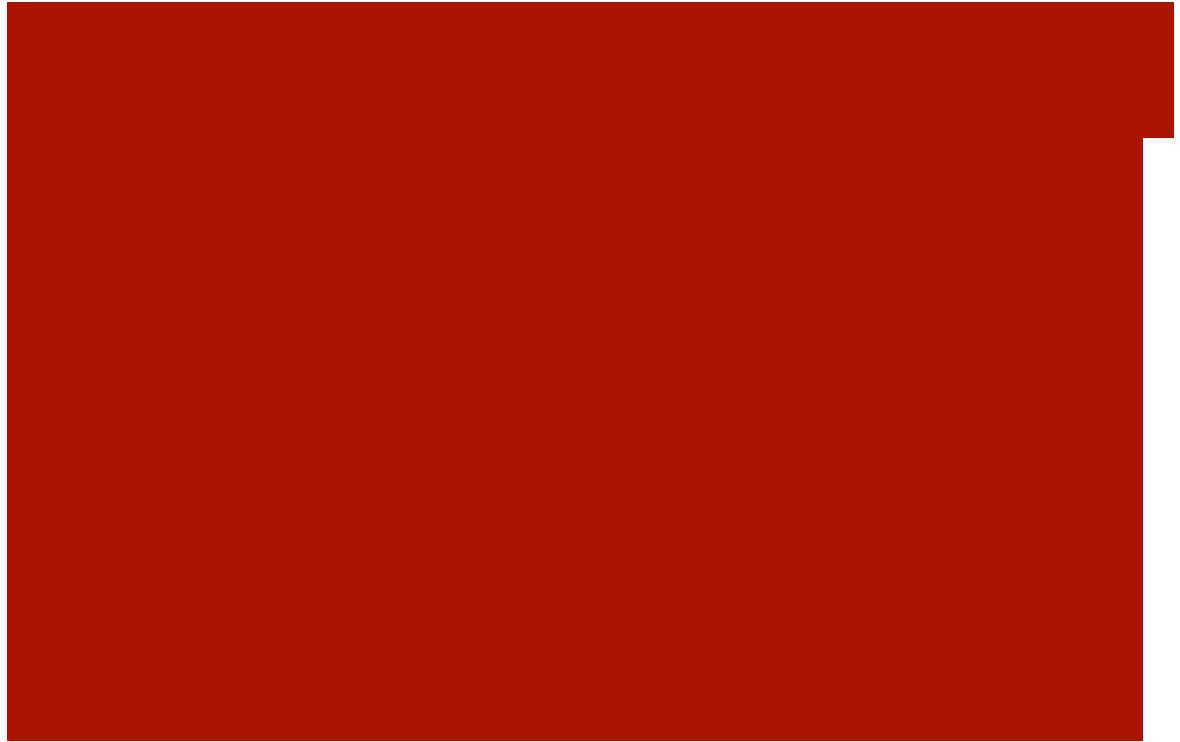
Percent of students meeting ACT College Ready benchmark enrolled in AVID

	Baseline 2013-14 Actual	Goal Year 1 2014-15	Year 1 Actual	Goal Year 2 2015-16	Year 2 Actual	Goal Year 3 2016-17
Math	12.7%	23.9%	8.2%	29.4%	18.4%	35%
Reading	21.4%	31.2%	24.1%	36.1%	26.3%	41%

Racially Identifiable Plan-Moreland



- Racially Identifiable School has 20% more of a protected population than the district average.
- Community Collaboration Council met 3 times in 2015-16, to develop goals, strategies, and activities for the Plan.
- Made recommendations for Racially Identifiable Plan:
 - Integrated after school programming
 - Providing high-quality, challenging and engaging math activities to raise the achievement level of all students.
- Plan will be presented to Board for approval and submitted to MDE in March 2016.



Goal C Results:
Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.



Implementation Plan

Year 0 (2015-2016)



PL Vision Alignment



Infrastructure Upgrade Plan



Multi-Year Roadmap



Devices and Digital Tools



3-5 Year Budget

Year 1 (2016-2017)



PL Rollout Plan



PL Instructional Models



Initiative Alignment



PL Communication Plan



PL Expectations & Success Indicators

Years 2-3 (2017-2019)



Curriculum Inventory



Digital Portfolio and Usage



Teacher Role in PL Instructional Model



PL Professional Learning Plan

Years 4-5 (2019-2021)



Schedule Aligned to PL Design



Grading, Assessment, and Data Culture



Students As Self-Directed Learners



PL Coaching and Feedback System



PL Resource Bank



Goal C: Rigorous Courses



Type of Course	Courses Offered in 2015-2016
Advanced Placement	Biology, Chemistry, Physics I, Physics – Mechanics Calculus AB, Calculus BC, Statistics, Computer Programming US History, World History, Economics, Psychology Language Composition, Music Theory, Studio Art 2D
College in the Schools (CIS)	French IV, French V German 3, German 4 Physics Inquiry
Project Lead the Way (PLTW)	Introduction to Engineering, Principles of Engineering, Civil Engineering, Computer Integrated Manufacturing
Concurrent Enrollment	Spanish IV, Spanish V
College Articulation	Child Psychology
Certificate of Achievement	Culinary
PSEO	Various Courses Taken

Goal C Results



38% of total eligible population taking at least ONE Rigorous Course

% of students per Ethnic Group					
	American Indian	Asian	Black	Hispanic	White
Rigorous Course	1%	5%	6%	20%	68%
Sibley Overall	1%	6%	11%	27%	55%

*2013-14: course enrollment was 23%

*2014-15: course enrollment was 36%



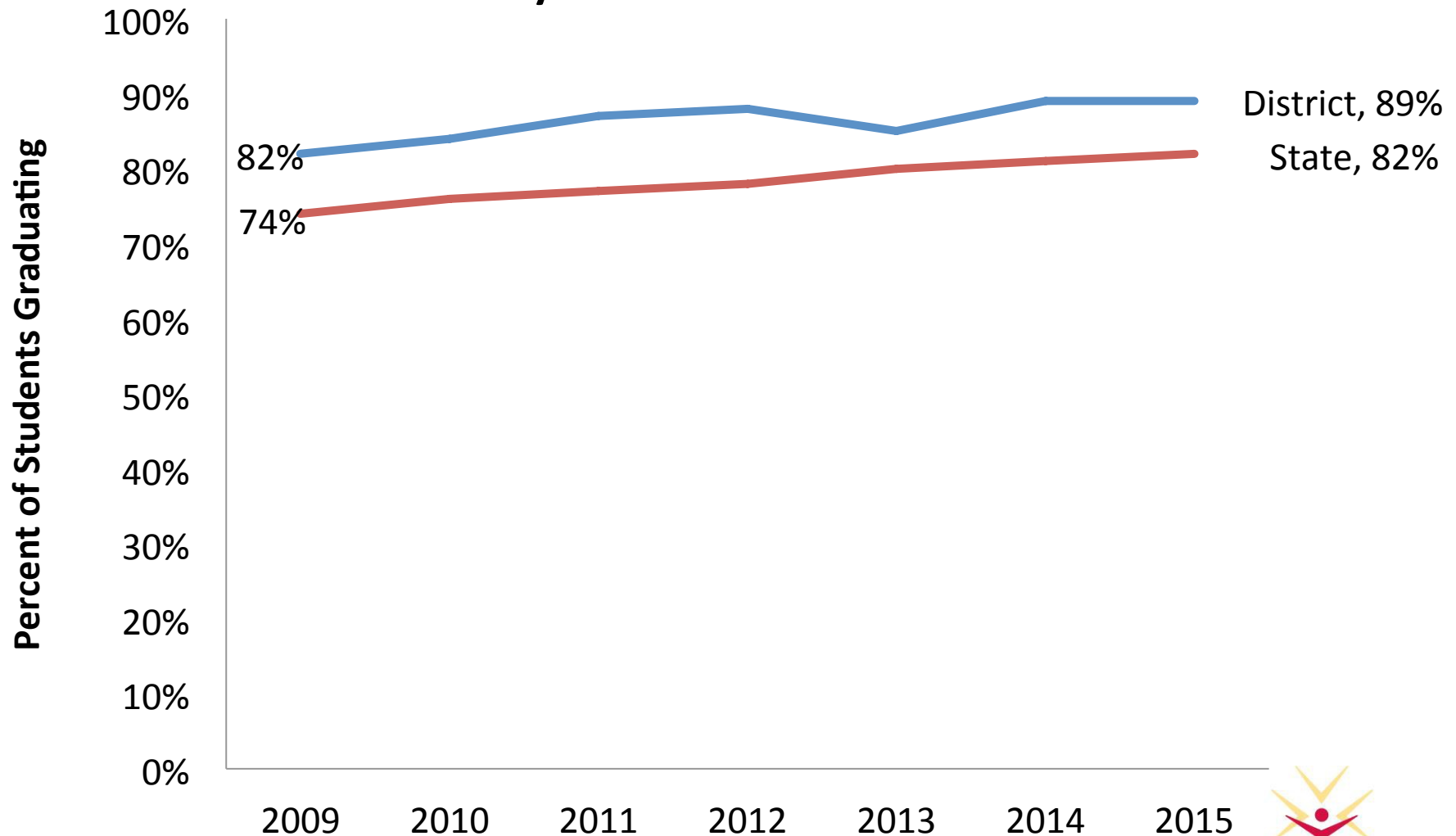
Goal D Results:
Prepare Students to be career and college ready.



Goal D: Graduation Rate



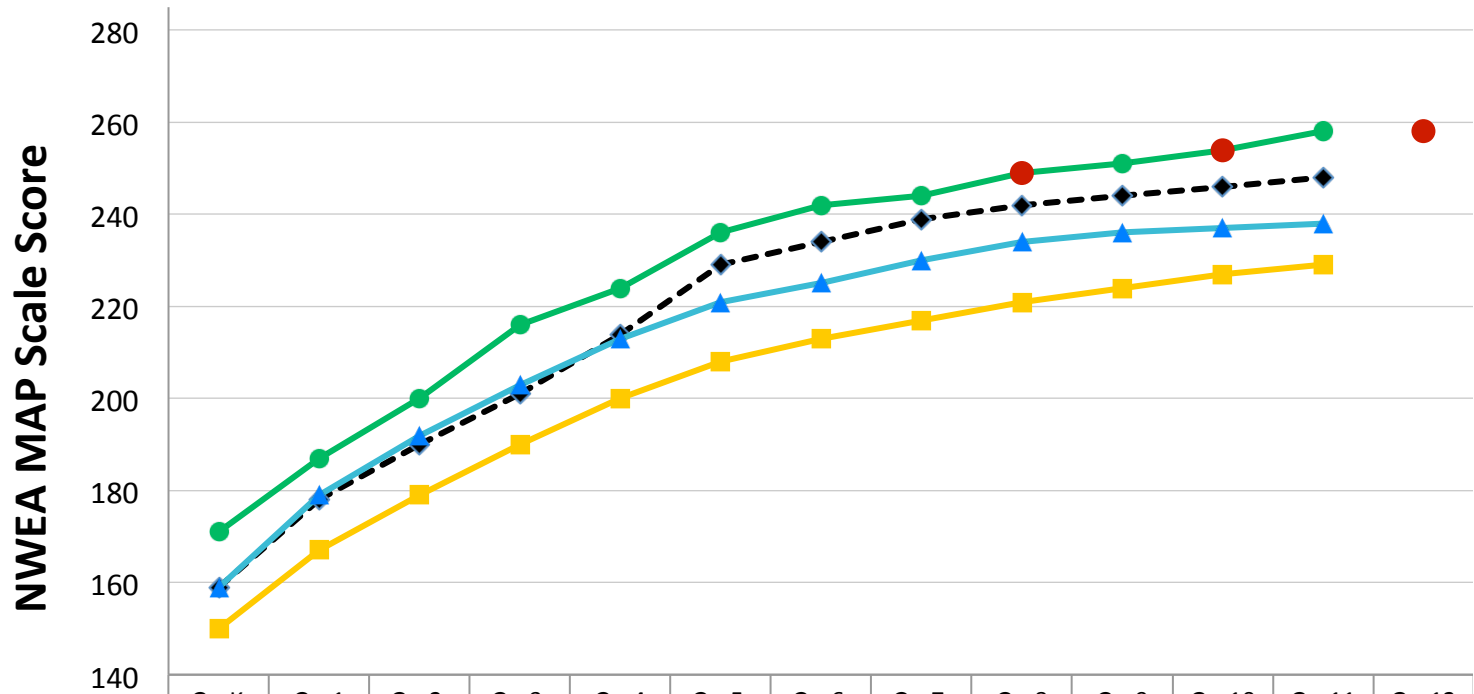
4 year Graduation Rate



Source: MN Dept. of Education

K-12 Pathways to College and Career Readiness

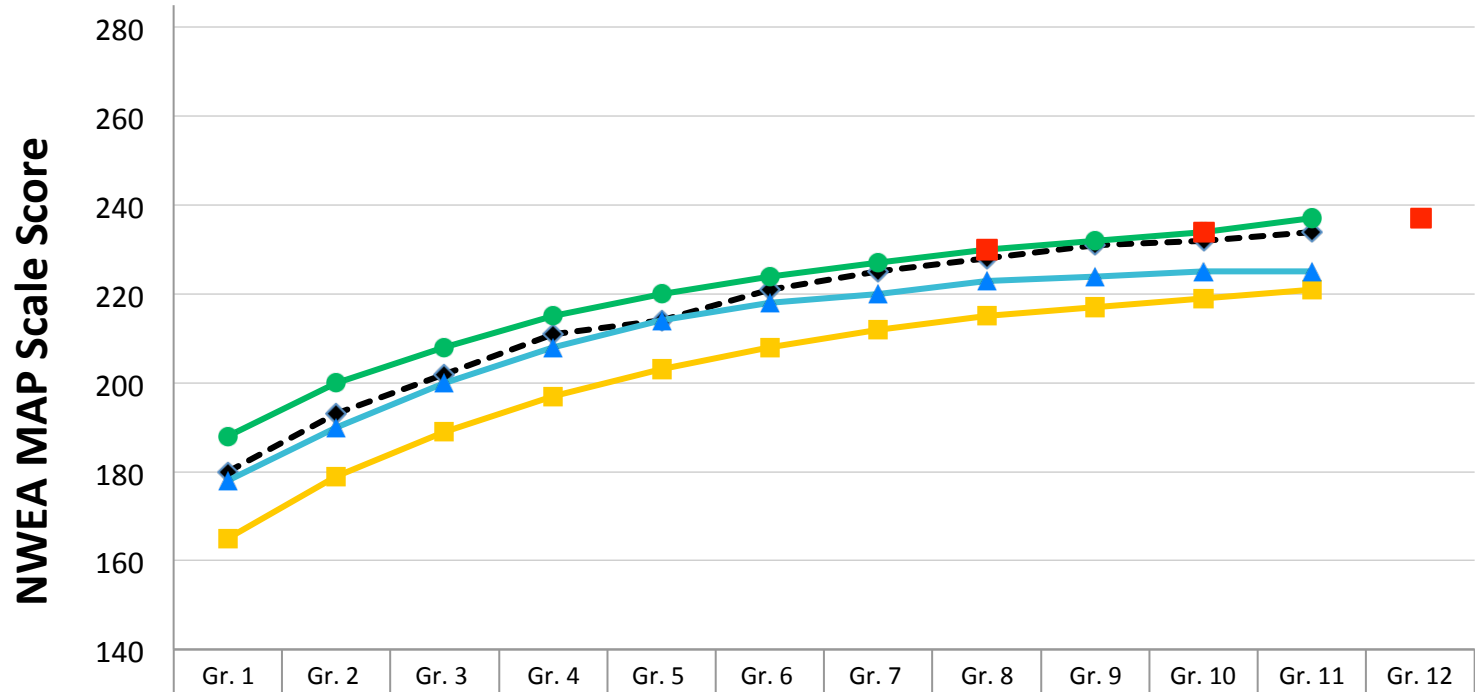
NWEA MAP Math Spring Scale Scores and Various Readiness Targets



	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
---◆--- MCA Proficiency	159	178	190	201	214	229	234	239	242	244	246	248	
—■— 2-year Open College	150	167	179	190	200	208	213	217	221	224	227	229	
—▲— College Eligible	159	179	192	203	213	221	225	230	234	236	237	238	
—●— College Ready Benchmarks	171	187	200	216	224	236	242	244	249	251	254	258	
—●— EPAS Benchmarks									249		254		258

K-12 Pathways to College and Career Readiness

NWEA MAP Reading Spring Scale Scores and Various Readiness Targets

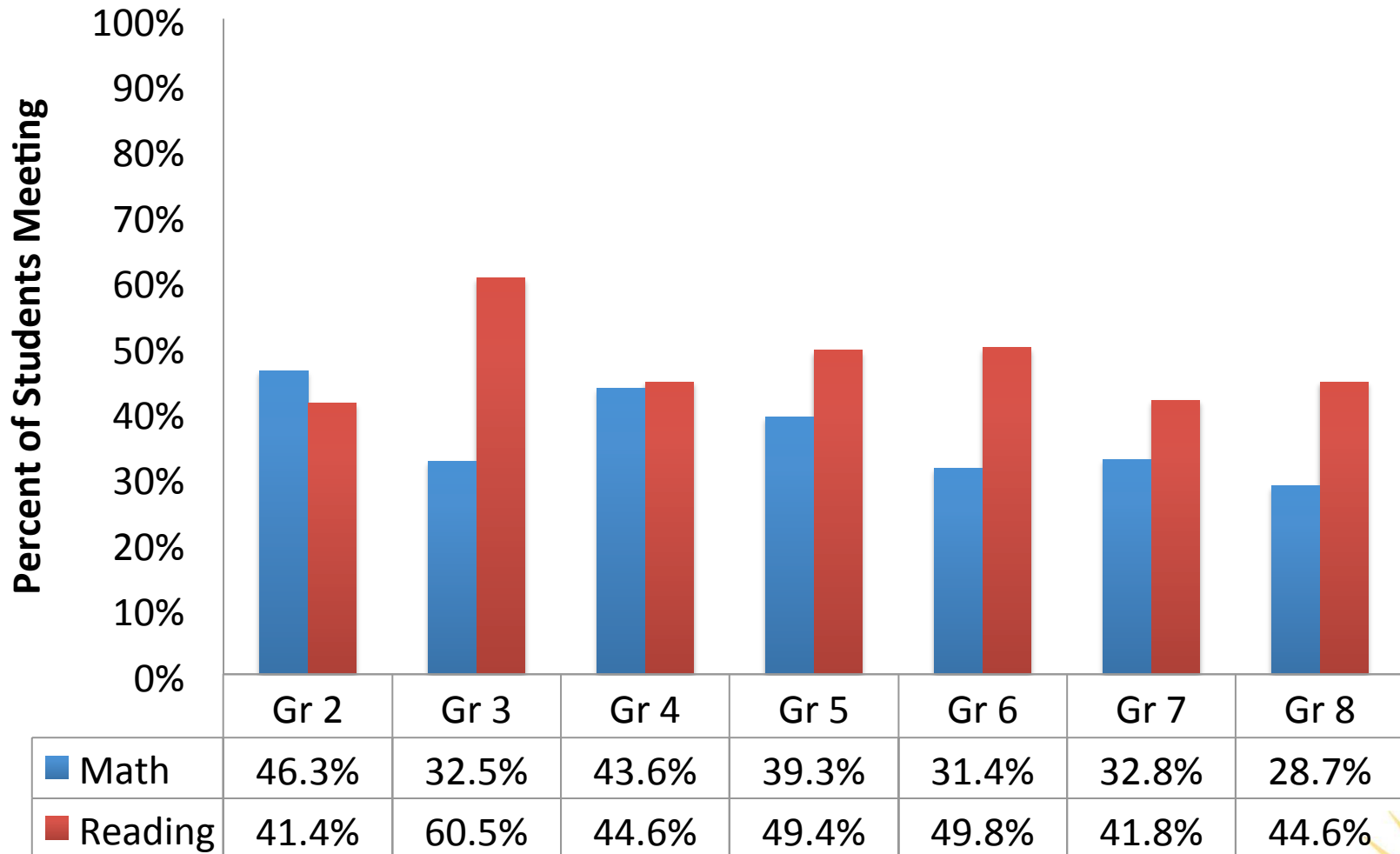


Source: ISD 197 World's Best Workforce Plan

Goal D: MAP Results



Percent of students meeting ACT target on MAP Spring 2016



Source: NWEA with ISD 197 WBWF Targets

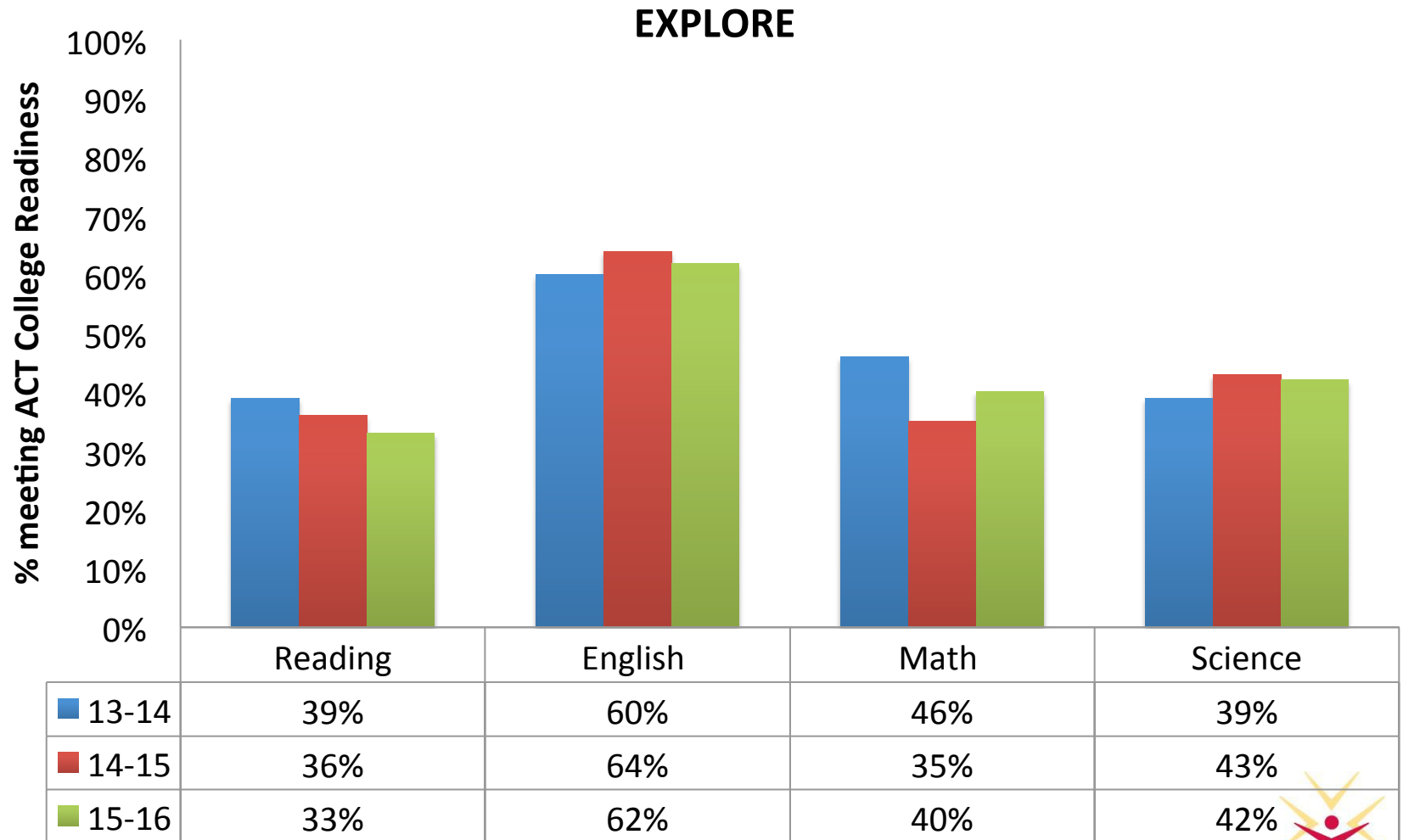
College Readiness Benchmarks



Content	College Courses	EXPLORE	PLAN	ACT
English	English Composition	13	15	18
Reading	Social Science	16	18	22
Math	College Algebra	17	19	22
Science	Biology	18	20	23

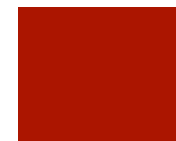
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Goal D: EXPLORE Results

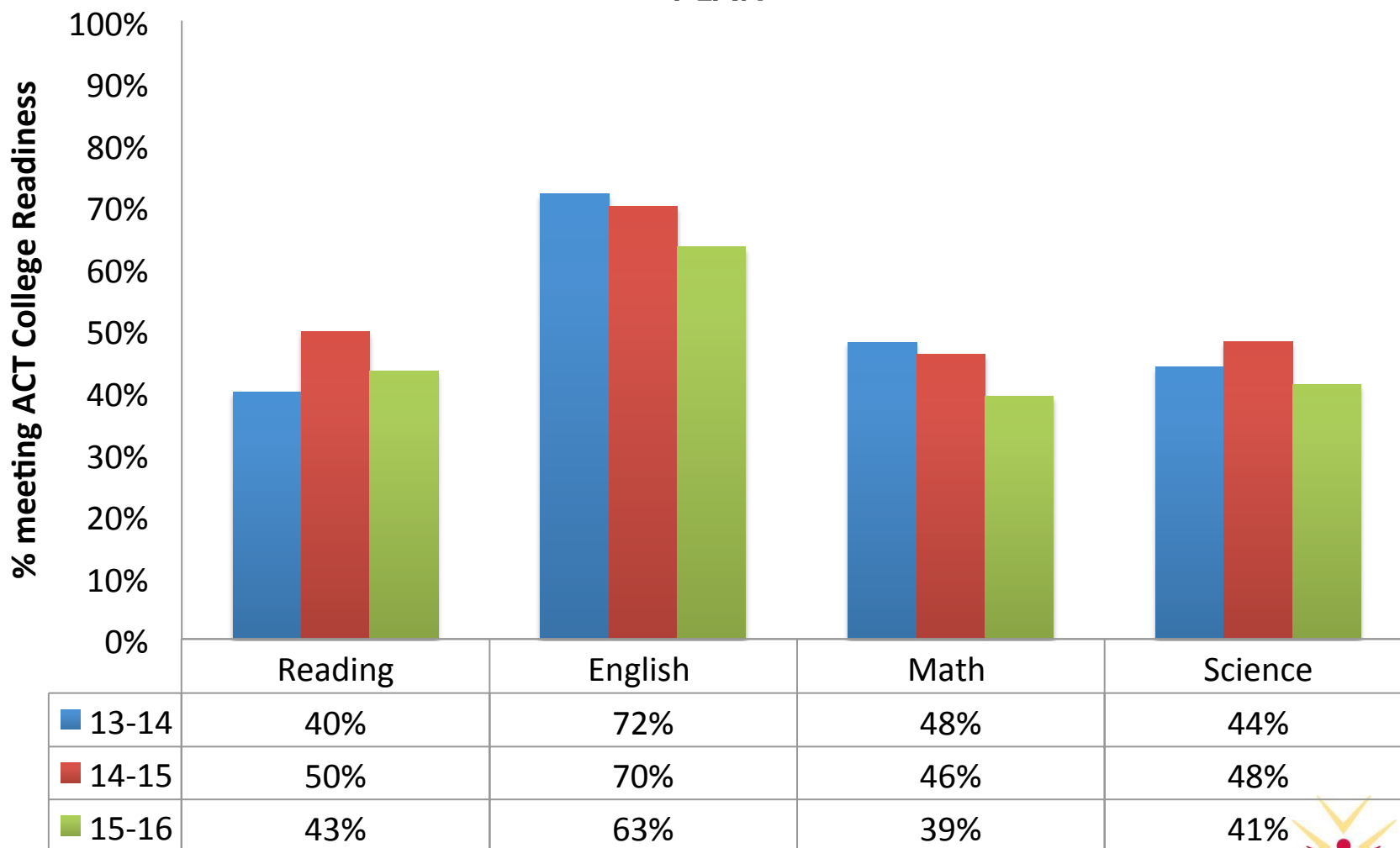


Source: ACT

Goal D: PLAN Results



PLAN

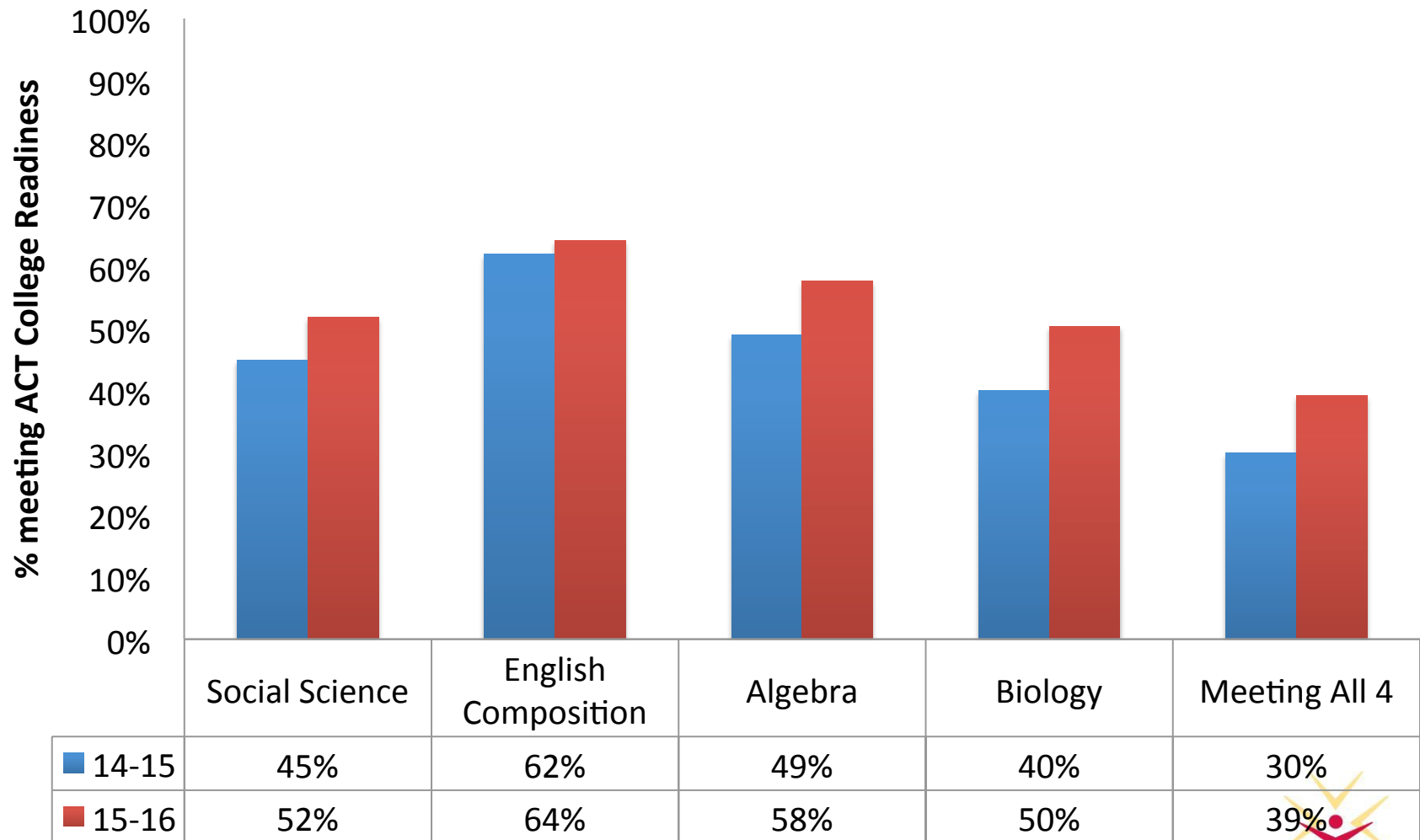


Source: ACT

Goal D: ACT Results

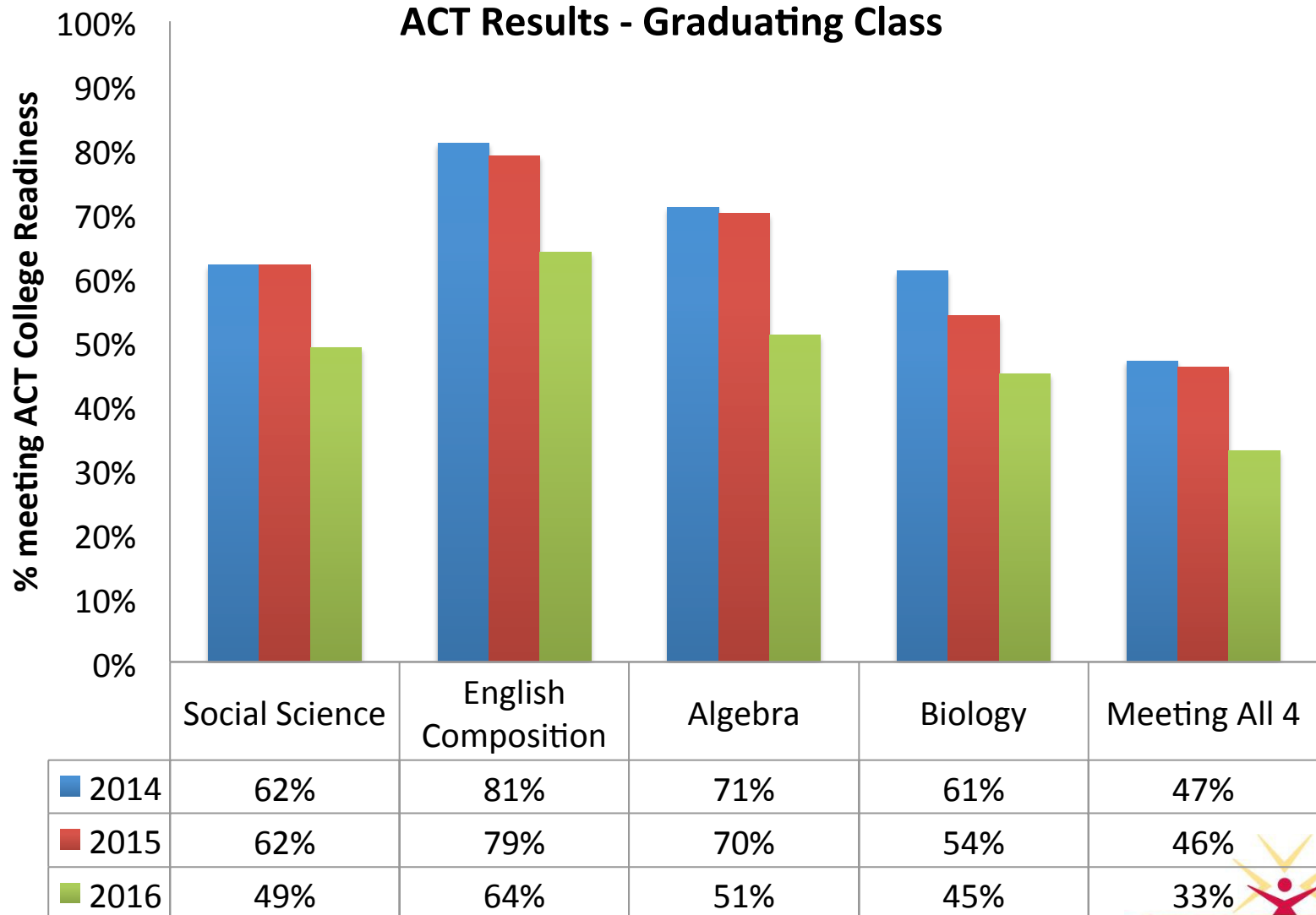


ACT Results - Administration Spring Junior Year



Source: ACT

Goal D: ACT Results



Source: ACT



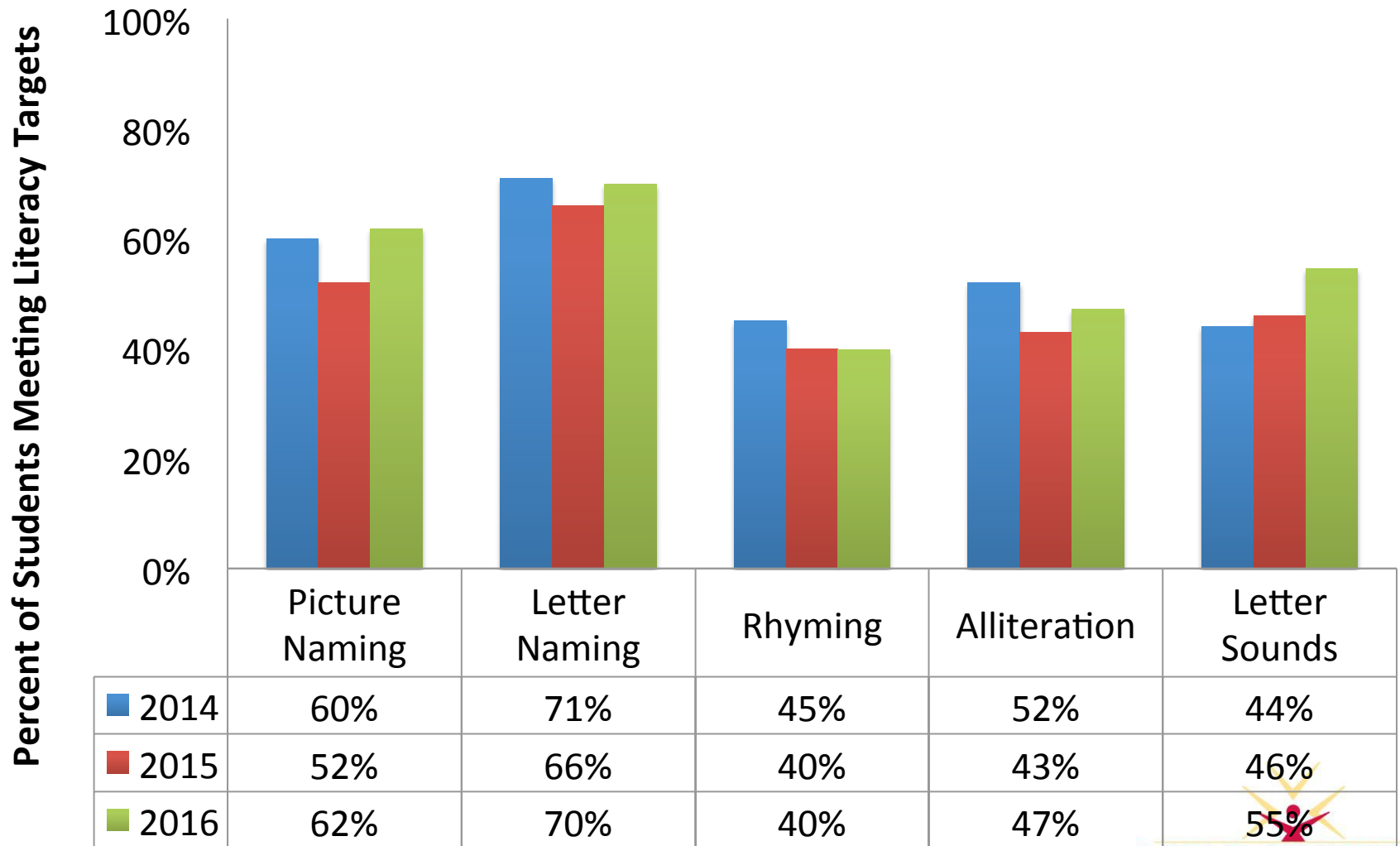
Goal E Results: Deliver high impact early learning opportunities.



Goal E Results



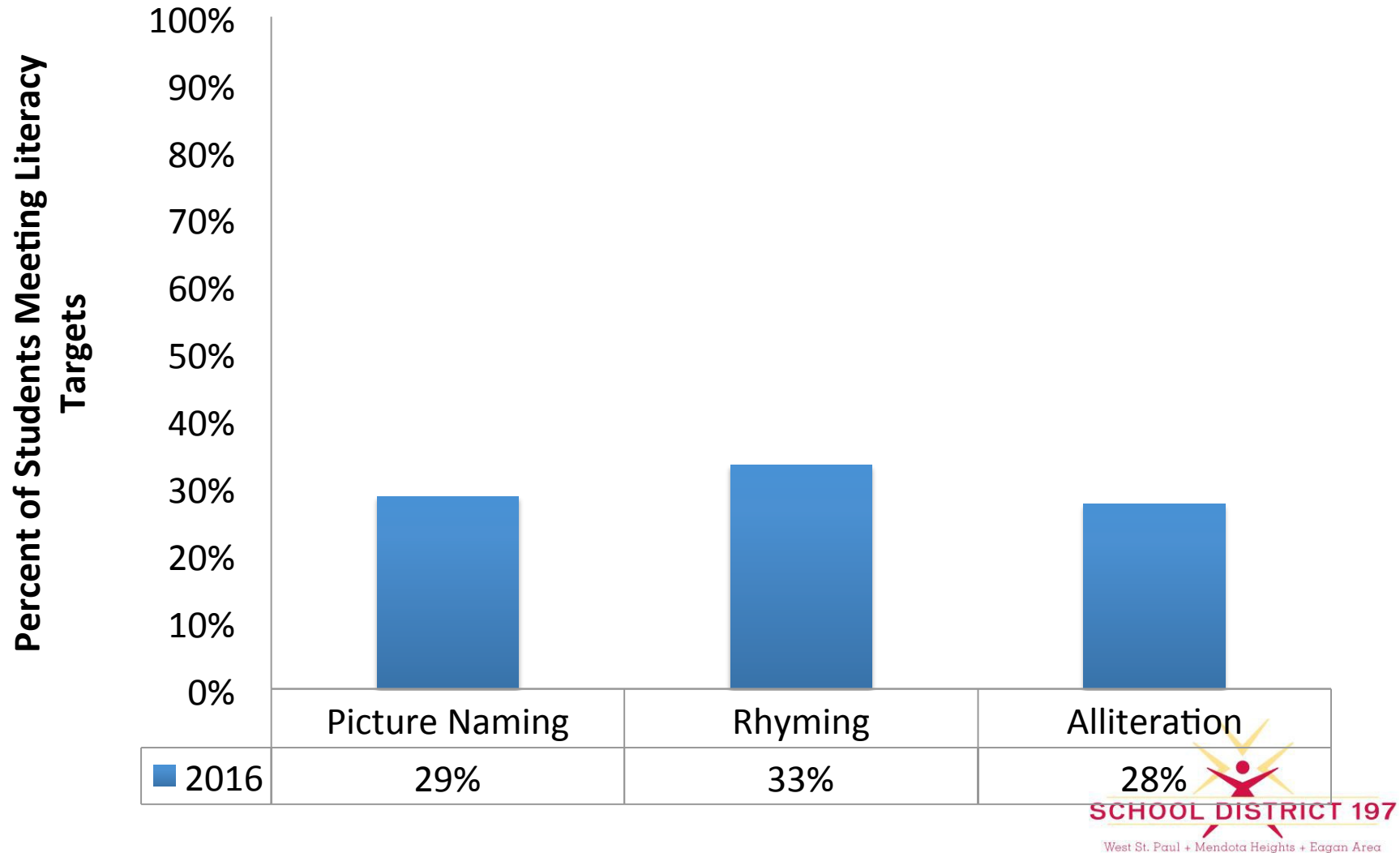
Percent of students in 4 year old preschool



Goal E Results



Percent of students in 3 year old preschool





Goal F Results: Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.



Goal F Results

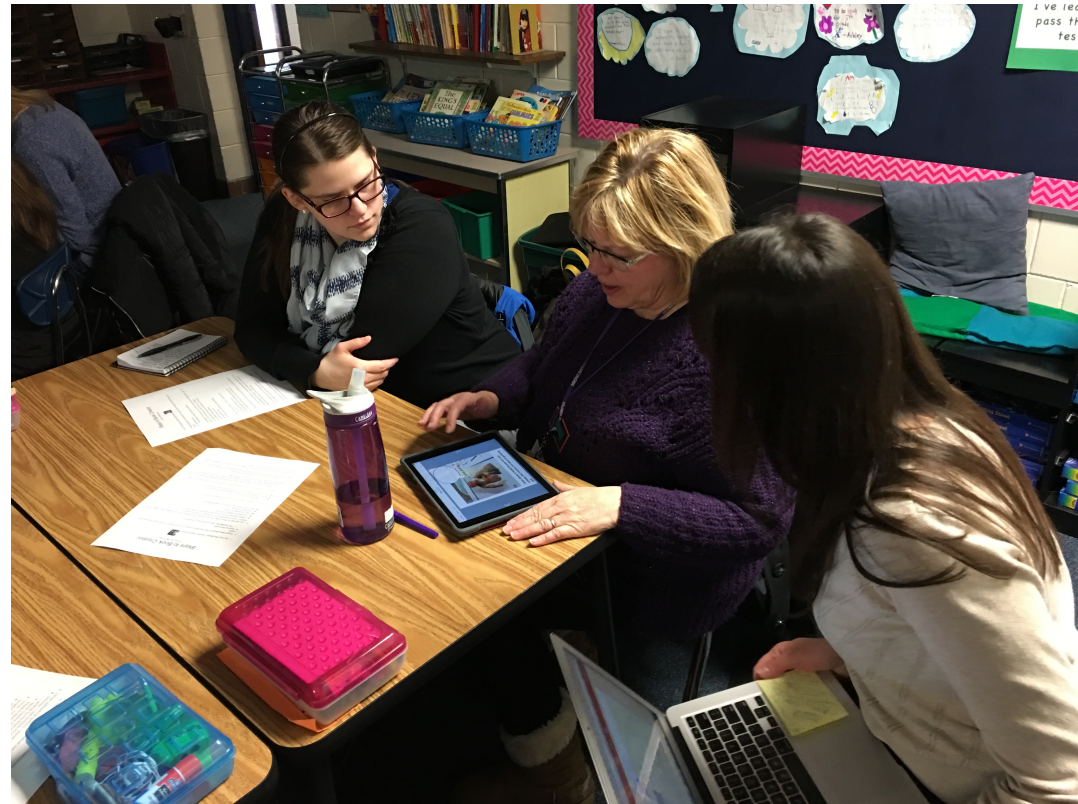


Hybrid Courses	2013-14 Course Enrollment	2014-15 Course Enrollment	2015-16 Course Enrollment
Interior Design	51	26	25
Health	64	60	83
Economics	27	37	82
On Your Own	26	92	52
Chemistry		45	64
Psychology			24
Adv. World History			47
Intro to Computer Programming			17
Total Number of Enrollments	176	244	394

Goal F Results



- EmPowerED Professional Development
 - Elementary: 7 hours
 - Middle School: 15 hours
 - High School: 15 hours



Goal F Results



Middle School

- All students were issued an iPad, case and charger

High School

Bring Your Own Device - BYOD

- 349 students used their personal device (27%)
- 256 students were issued a MacBook
- 381 students were issued a HP Stream
- 307 students were issued a Chromebook

14 devices were lost/stolen or unrepairable

Curriculum Advisory Committee (CAC)



According to Minnesota Statute 120B.11, school districts must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- To review the information, district assessment results and provide recommendations to the World's Best Work Force Annual Report and Staff Development Report
- To provide input to curriculum committees and the school board regarding implementation of local graduation requirements, K-12 curriculum, assessment, student learning opportunities, and other related issues.
- To provide feedback to district committees on draft curriculum documents for parents.

Curriculum Advisory Committee (CAC)



Date	Time	Location
September 26, 2016	5:30 – 7:00PM	Sibley A-236
November 28, 2016	5:30 – 7:00PM	Sibley A-236
January 23, 2017	5:30 – 7:00PM	Sibley A-236
March 27, 2017	5:30 – 7:00PM	Sibley A-236
May 22, 2017	5:30 – 7:00PM	Sibley A-236

Audience Questions or Comments



- What are your questions?
- What are your concerns?
- What advice do you have for us?