



# World's Best Workforce Public Meeting

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

October 5, 2015

# 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 the Minnesota Department of Education (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.

# Strategic Goals



**Goal A:** Achieve measurable growth and continuous progress for each student.

**Goal B:** Narrow the achievement gap.

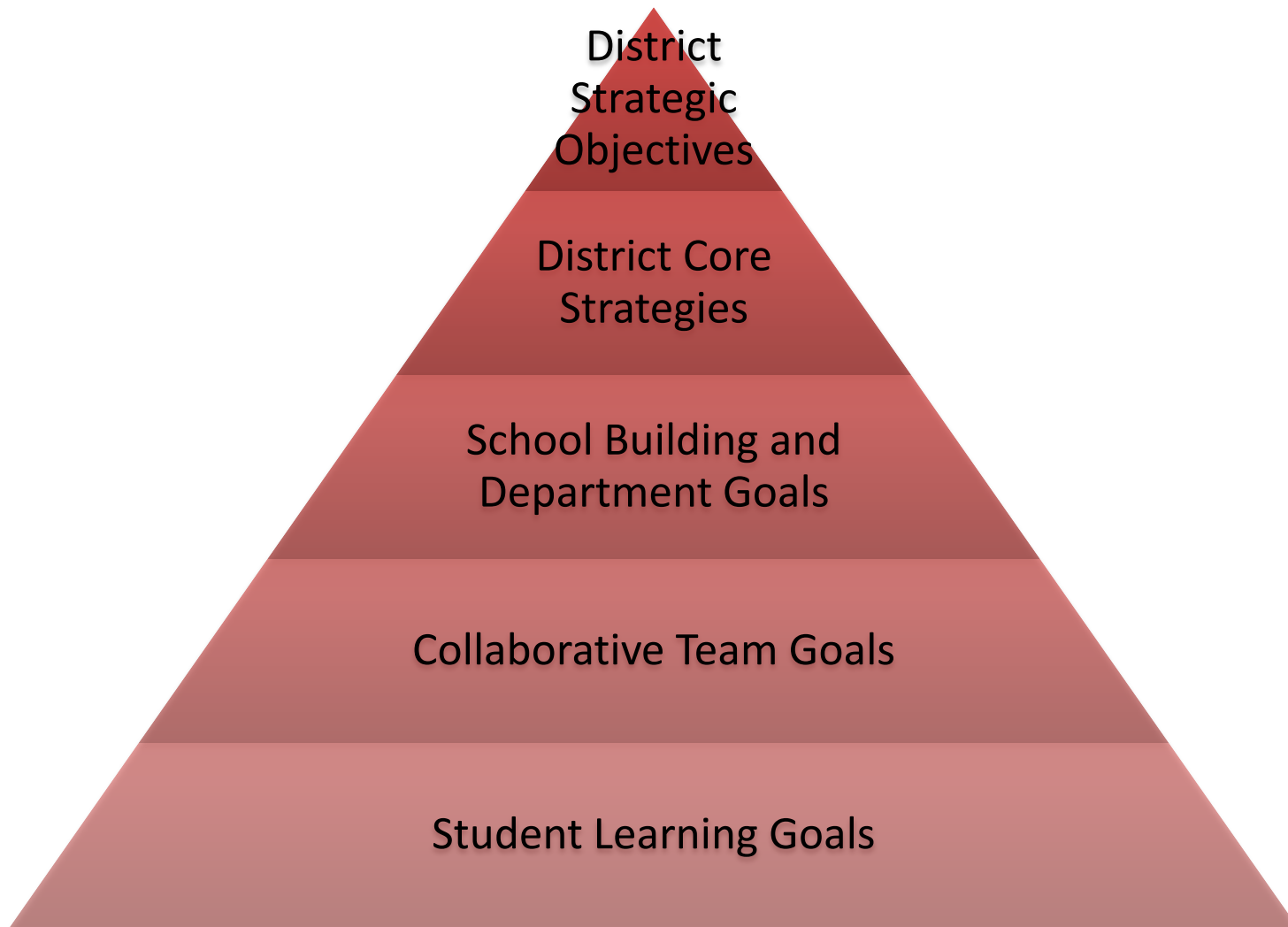
**Goal C:** Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.

**Goal D:** Prepare students to be career or college ready.

**Goal E:** Deliver high impact early learning opportunities.

**Goal F:** Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.

# District Goals and Improvement Plans



# Measurement of Strategic Goals



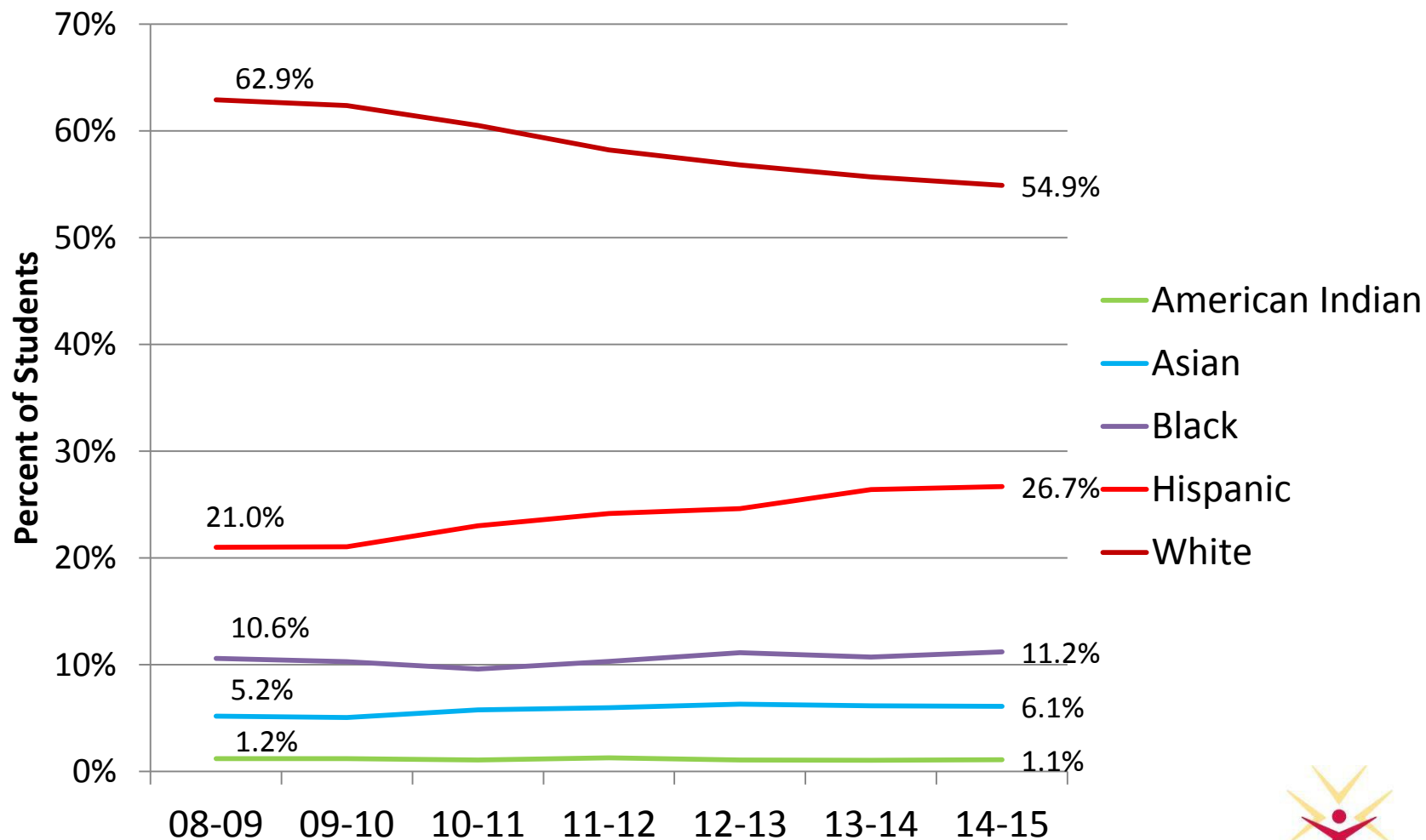
District Scorecard

Annual Achievement Targets

Continuous Improvement Plans

Professional Growth Plans

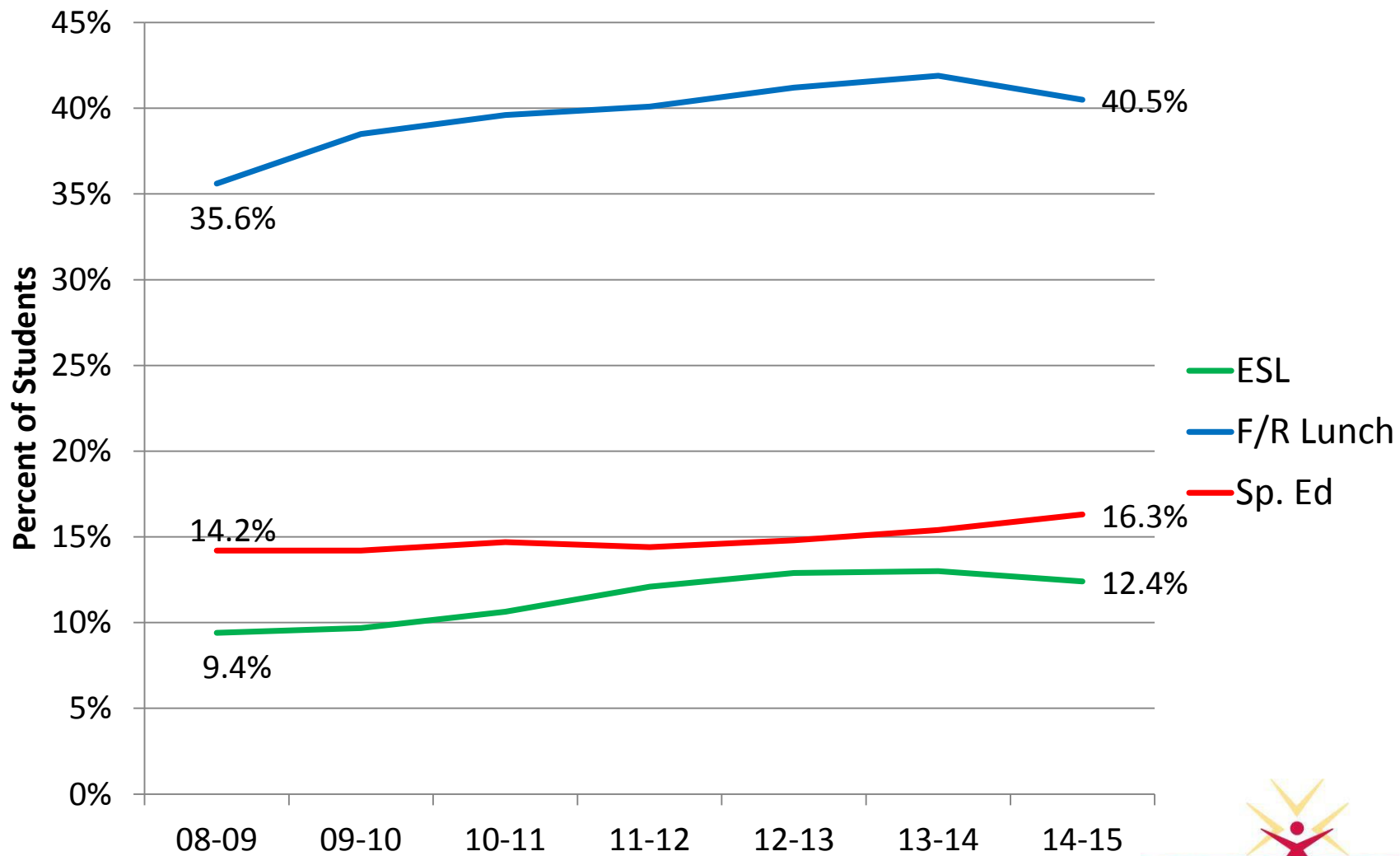
# ISD197 Trends in Ethnic Enrollment



Source: MN Dept. of Education

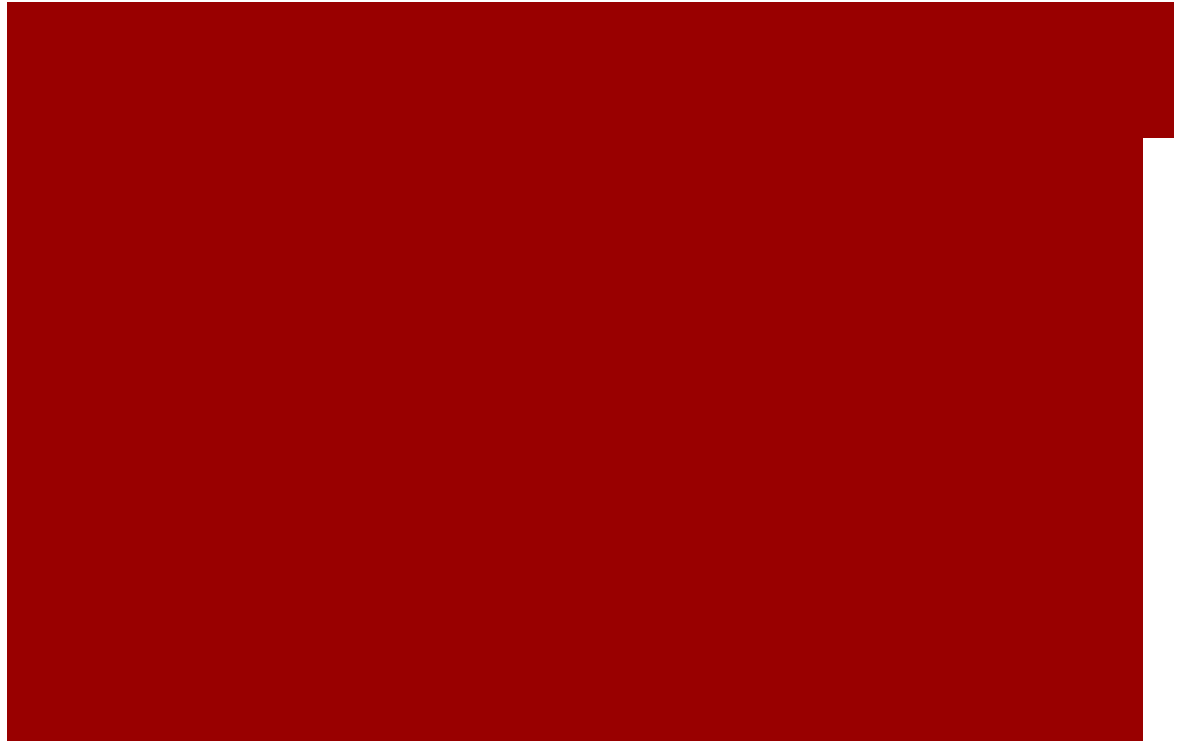


# ISD 197 Trends in Special Populations



Source: MN Dept. of Education





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

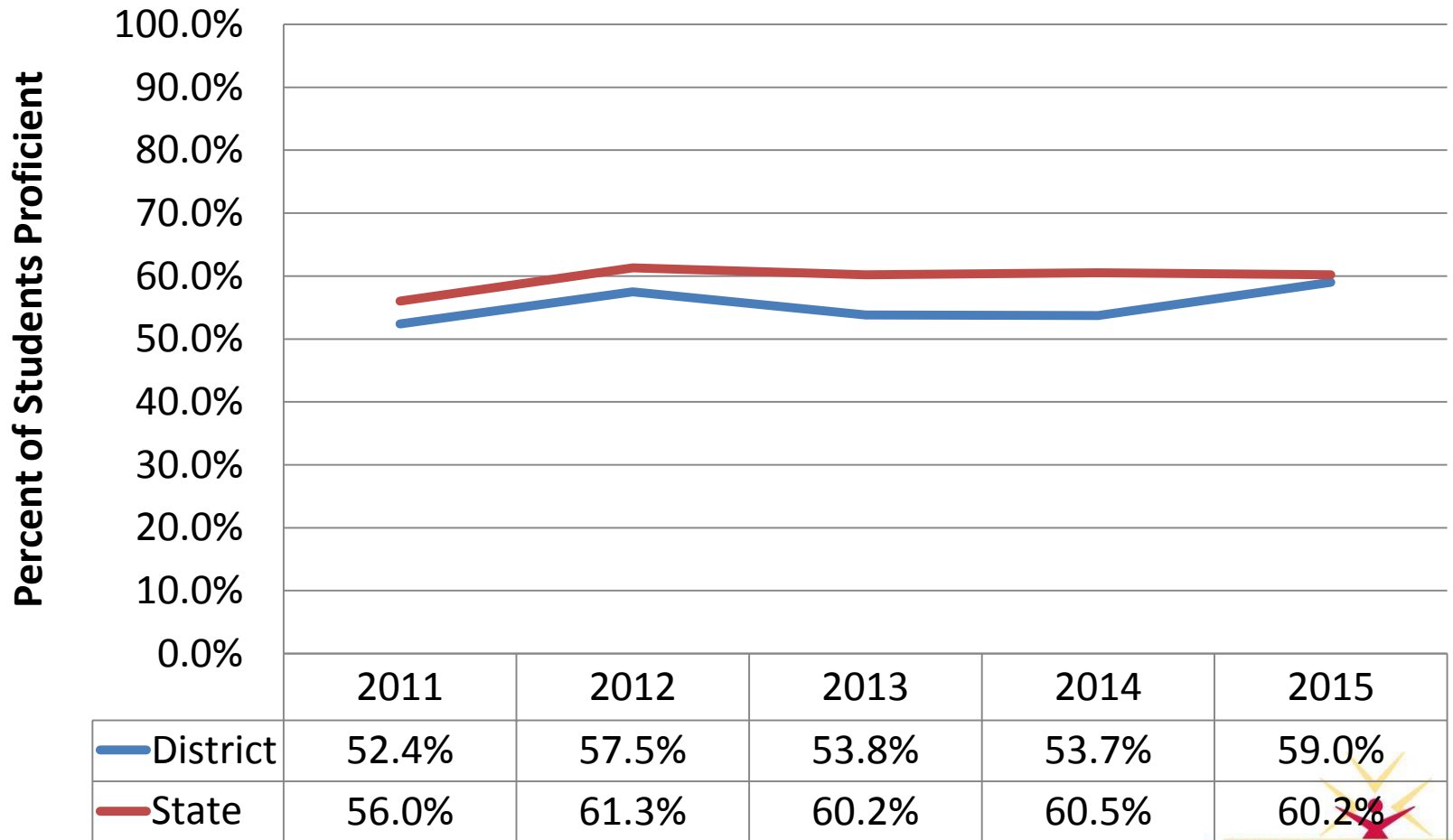




# Goal A Results - Math



## MCA III Math Proficiency



# Notable Math Results



## MCA III Math 2015 - Elementary

Garlough	Mendota	Moreland	Pilot Knob	Somerset
Gr. 4: +7.6%	Bldg: +7% Gr. 3: +6% Gr. 4: +8%	Bldg: +9.3% Gr. 3: +11% Gr. 4: +7.5%	Gr. 4: +4.8%	Gr. 4: +9.1%

## MCA III Math 2015 – Middle School

	Grade 5	Grade 6	Grade 7
Overall Proficiency	+14%	+11%	+9.5%
Friendly Hills Middle	+15%	+12%	+4%
Heritage Middle	+13%	+10%	+15%

# Read Well by Third Grade



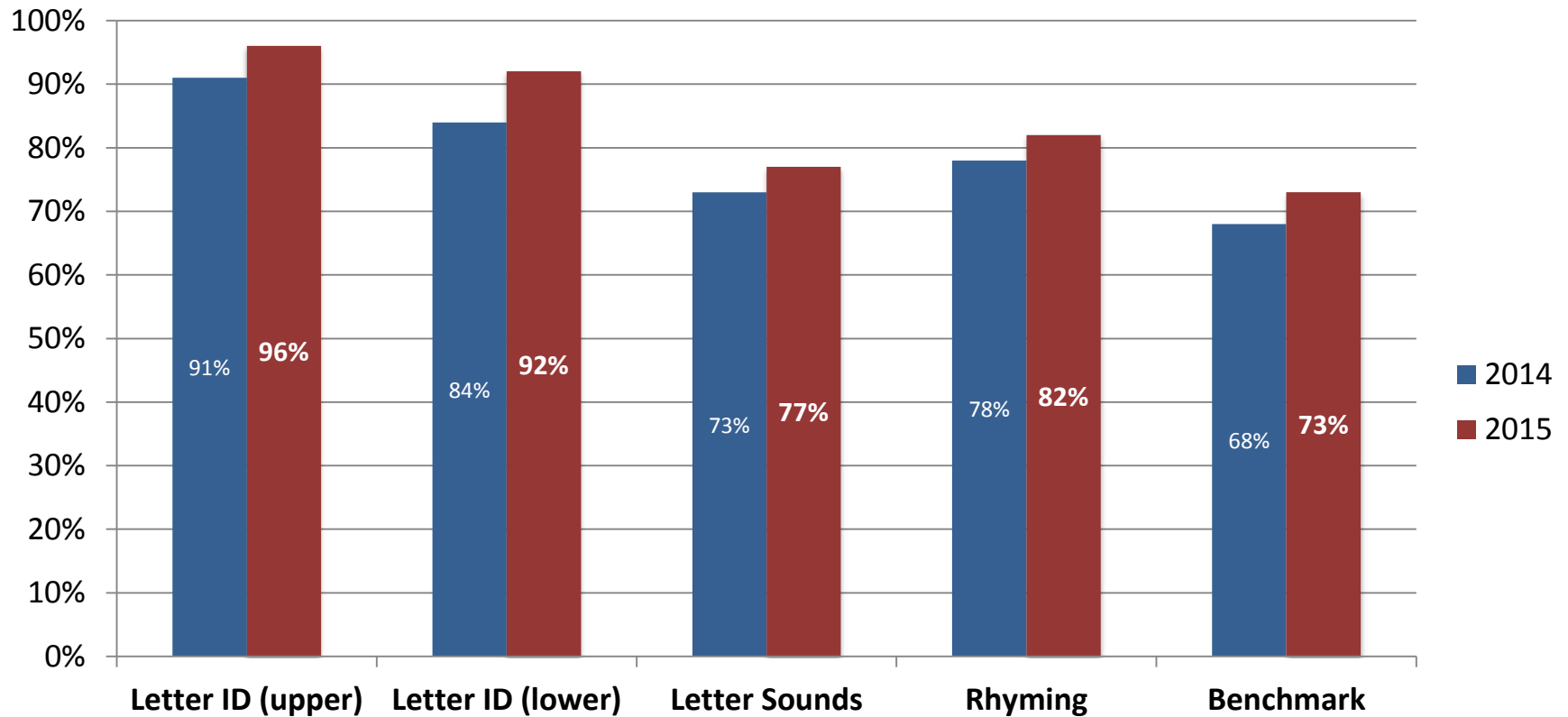
Minnesota Statute section 120B.12 requires that public schools annually submit data on reading proficiency for all students through Grade 3 to ensure that all students are on track to “read well” by the end of third grade.

Data submission to the Minnesota Department of Education is due by July 1st, 2015.

# Results - Kindergarten



**% of Kindergarten students meeting early literacy proficiency targets**

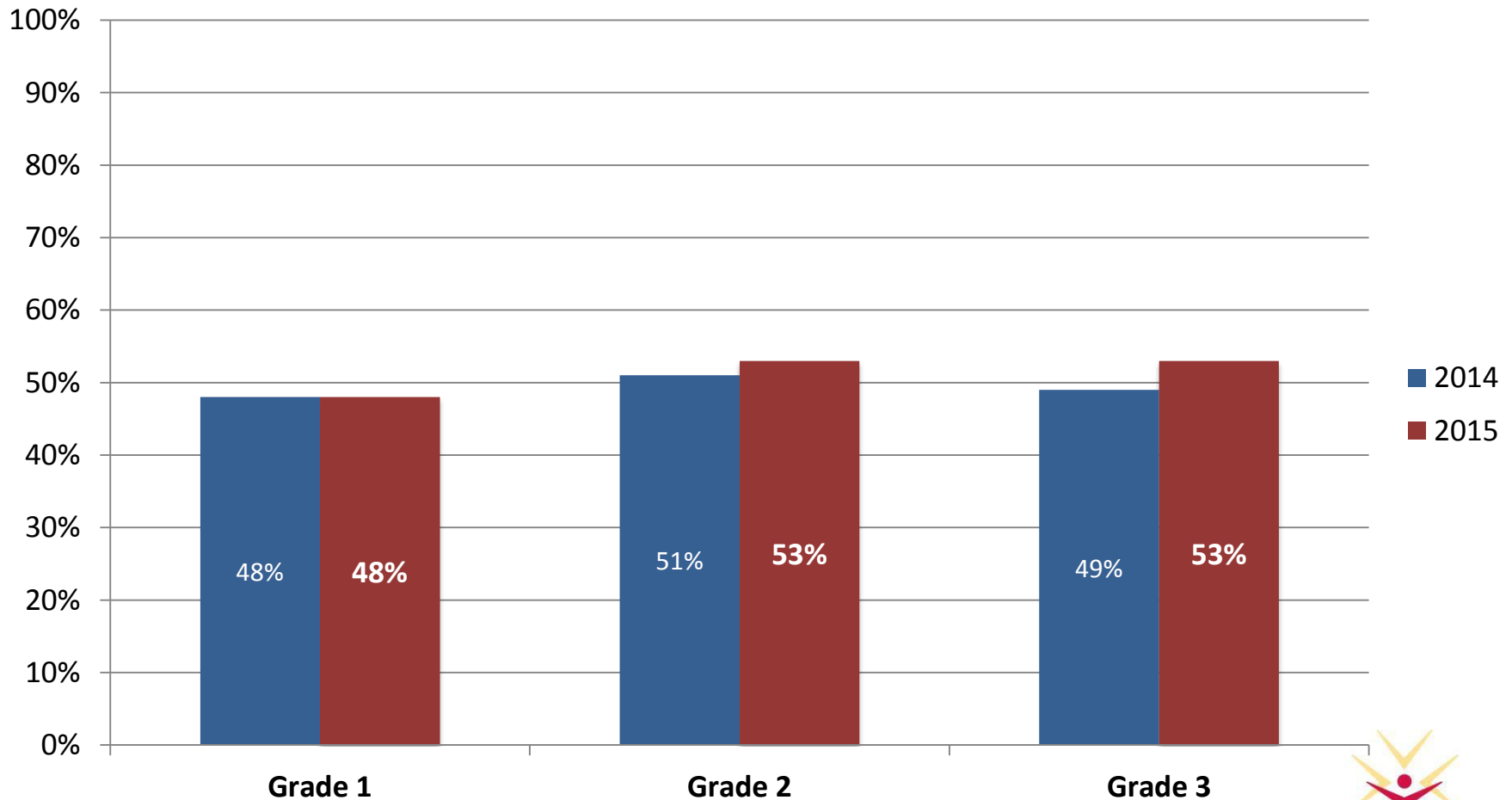


**Benchmark Assessment System (BAS)**

# Results - Grades 1 - 3



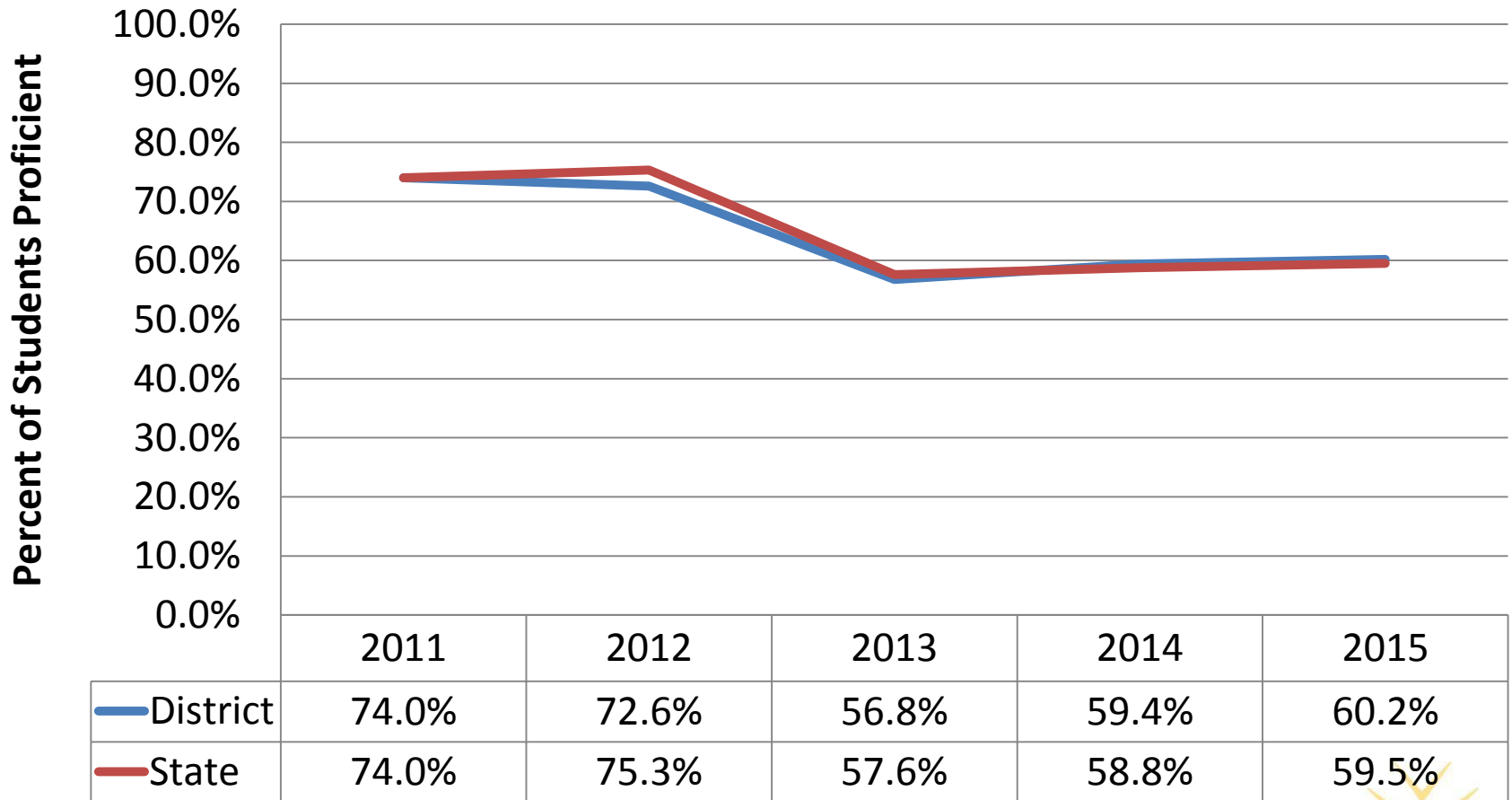
**% of Grade 1 - 3 students meeting literacy proficiency targets as measured by MAP**



# Goal A Results - Reading



## MCA III Reading Proficiency



# Notable Reading Results



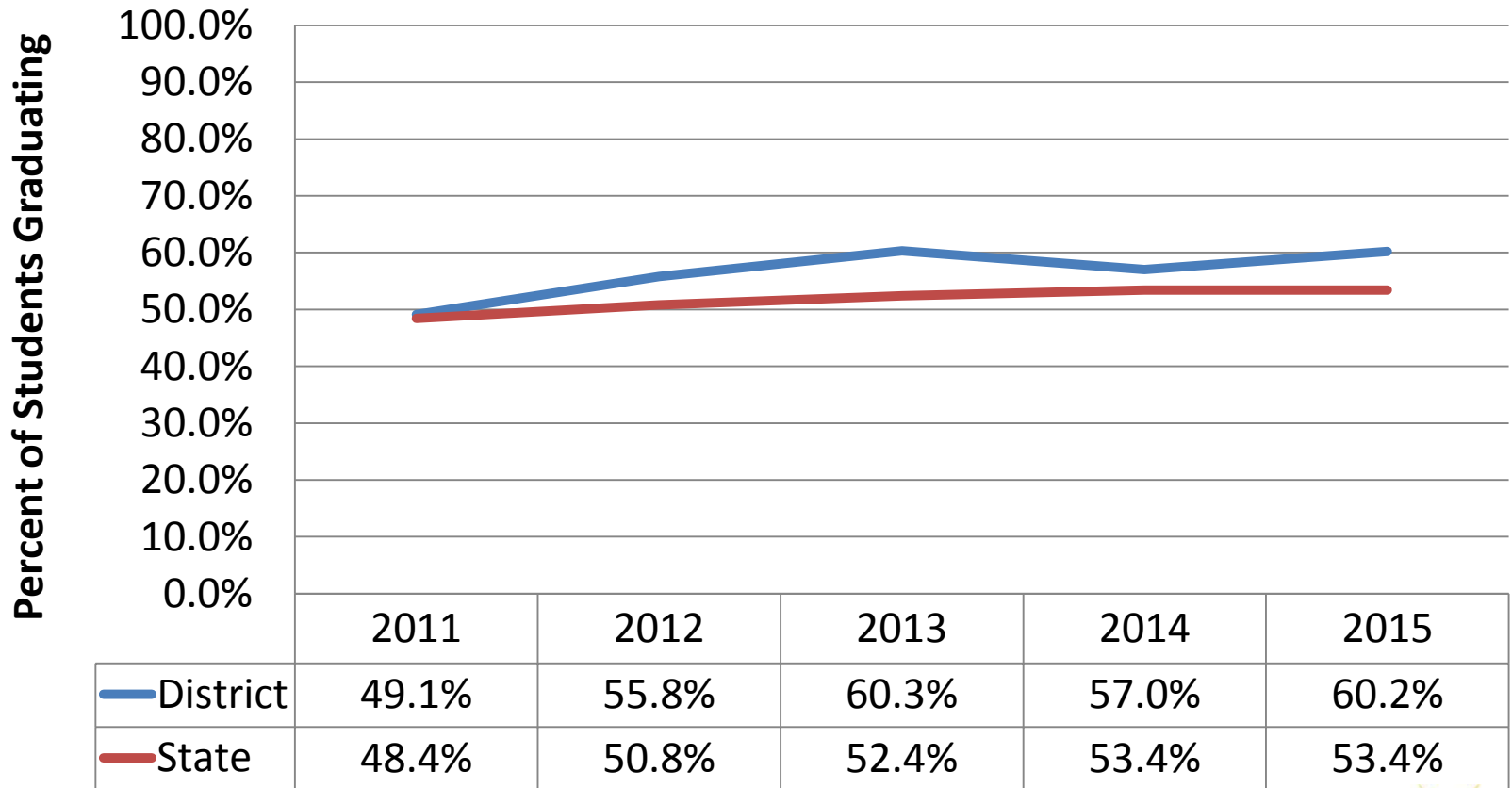
## MCA III Reading 2015 - Elementary

Garlough	Mendota	Moreland
Grade 4: +4.6%	Grade 4: +10.6%	Building: +12.4% Grade 3: +18% Grade 4: +6%

# Goal A Results - Science



## MCA III Science Proficiency





# Notable Science Results



## MCA III Science 2015

Friendly Hills

Overall +7%  
Grade 8 +14%

# Two Methods of Viewing Growth

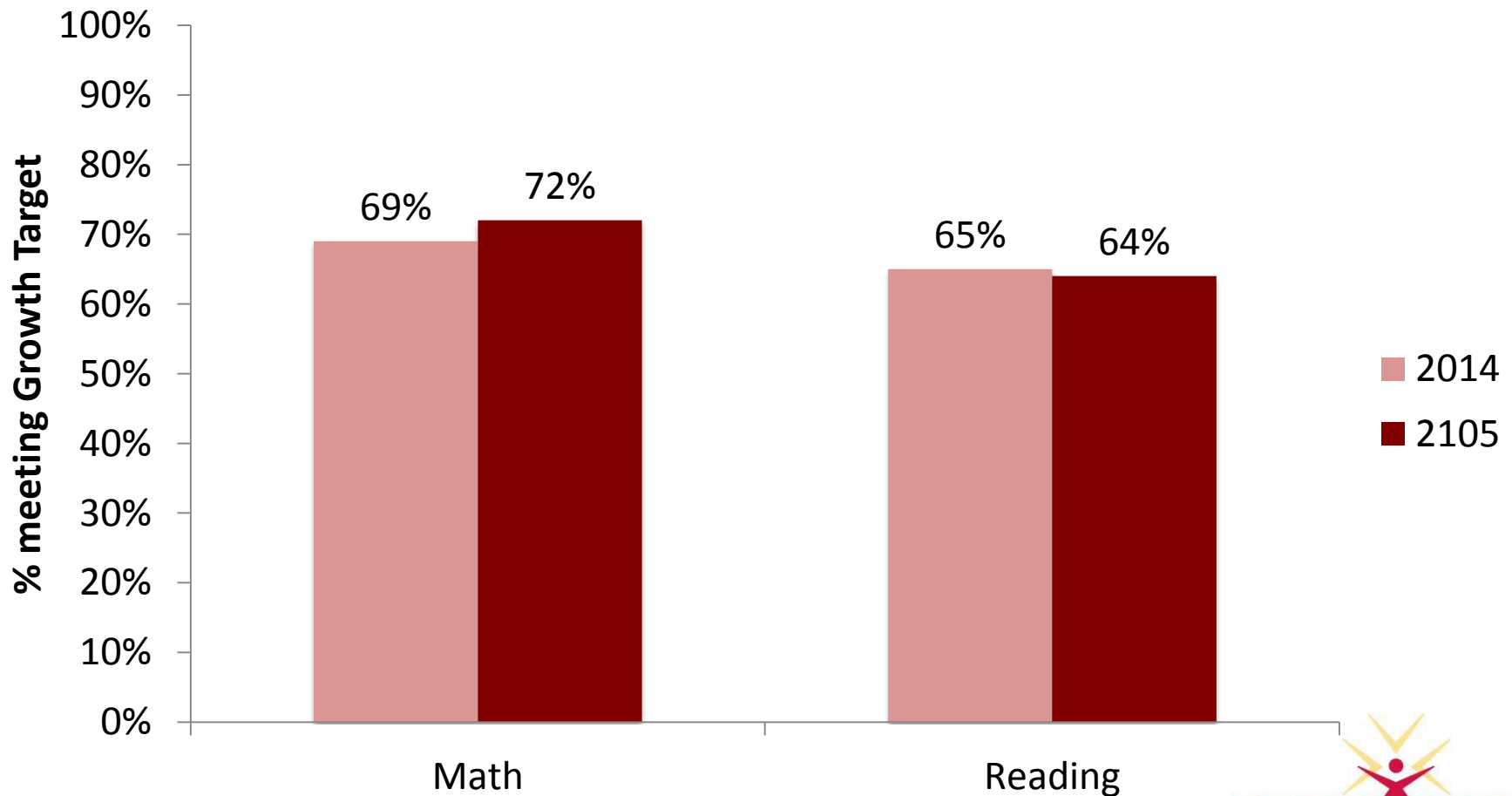


Percent of students who met or exceeded their projected RIT	Overall percentage of projected RIT met or exceeded
<p>If a student meets target, counted as 'Met'; if post score is less than target, counted as 'Not Met'</p> <p>Example:</p> <p>Pretest = 200 Posttest = 219 Target = 220 Classification = 'Not Met'</p> <p>Problems:</p> <p>Students who just miss their target are treated like those who missed by much larger amount. Likewise, students who barely met target are scored like those with significantly larger gains.</p>	<p>The actual gain from pre to post divided by the gain needed to reach projected RIT</p> <p>Example:</p> <p>Pretest = 200 Posttest = 219 Target = 220 POP = <math>19/20 = 95\%</math></p> <p>All growth is counted, and significant growth counts more than minimal growth.</p>

# Goal A - MAP Growth



## Percent of Students Meeting One Year MAP Growth Target

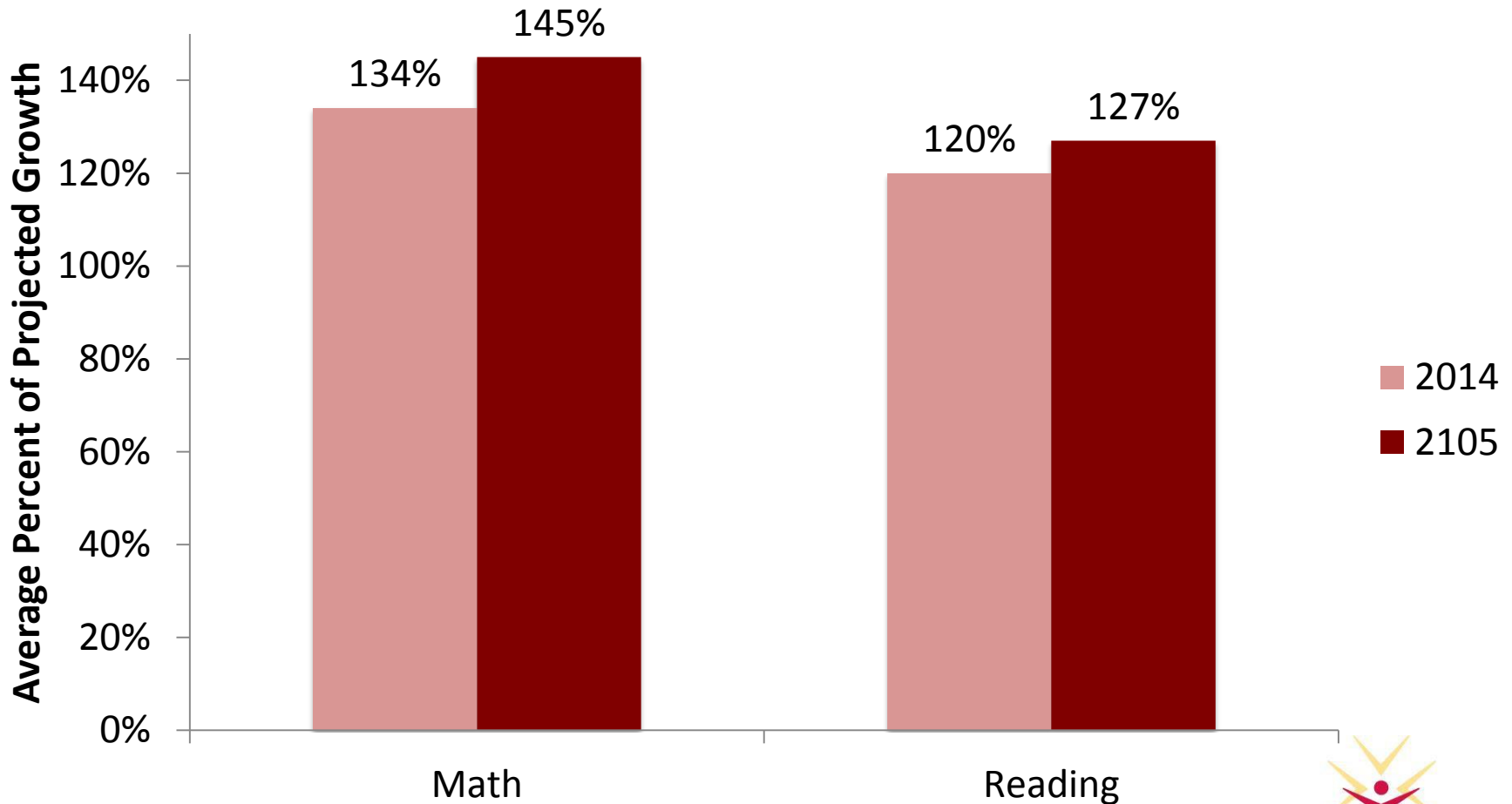


Source: Northwest Evaluation Association (NWEA)

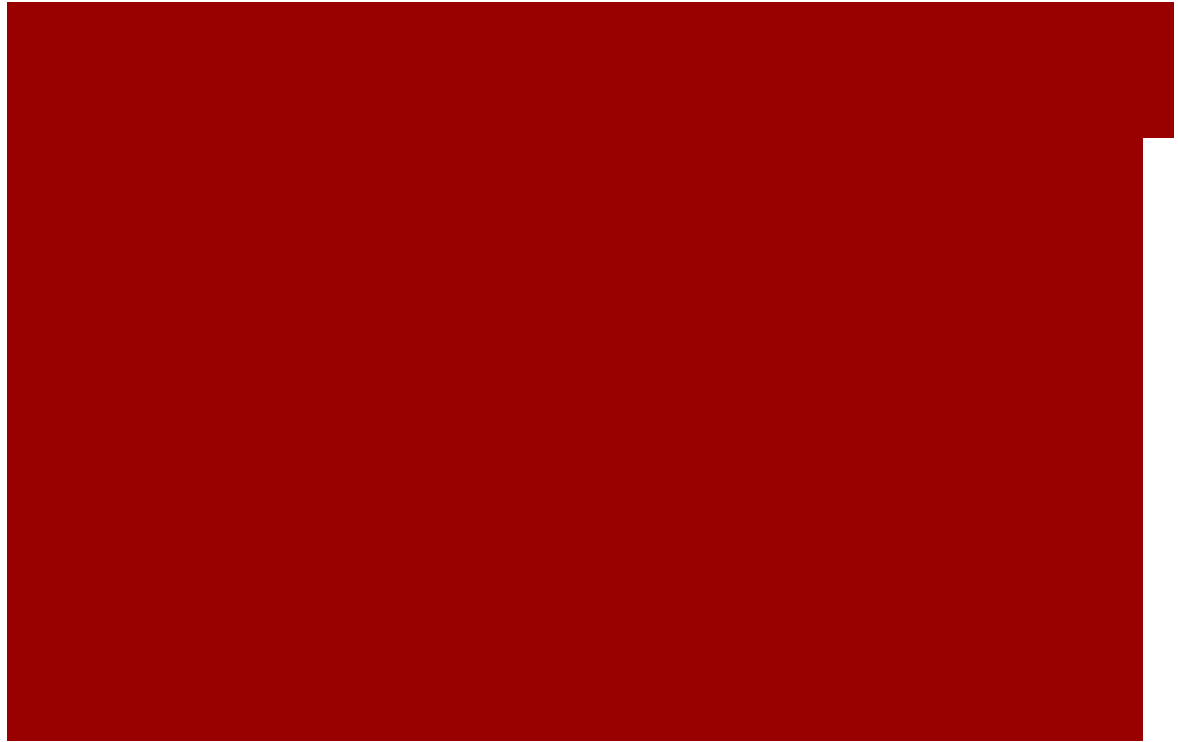
# Goal A - MAP Growth



## Students Average Percent of Projected Growth



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

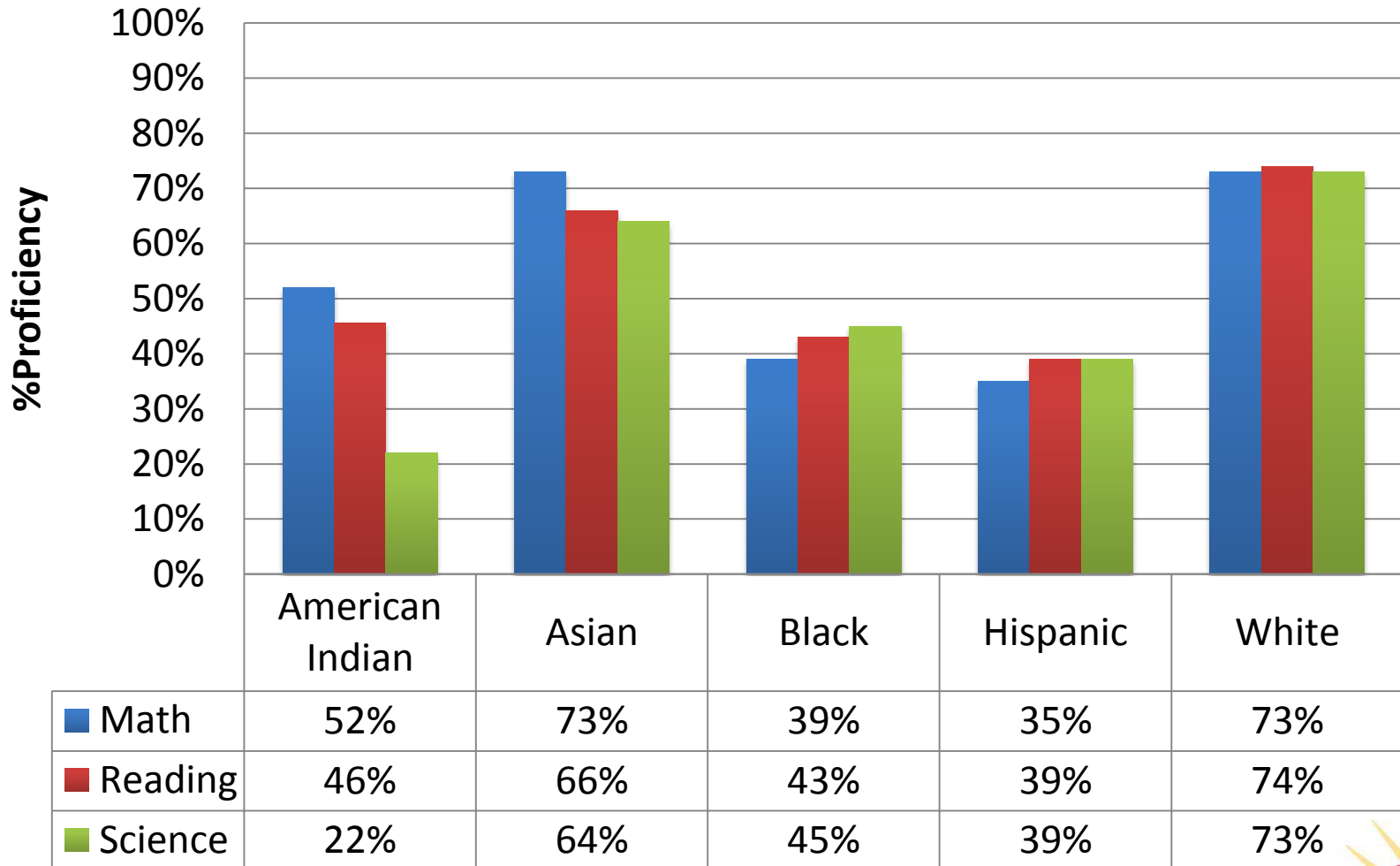
## Economic Gap

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

# Goal B Results – Ethnic Gap



## MCA III 2015 Proficiency by Ethnic Group

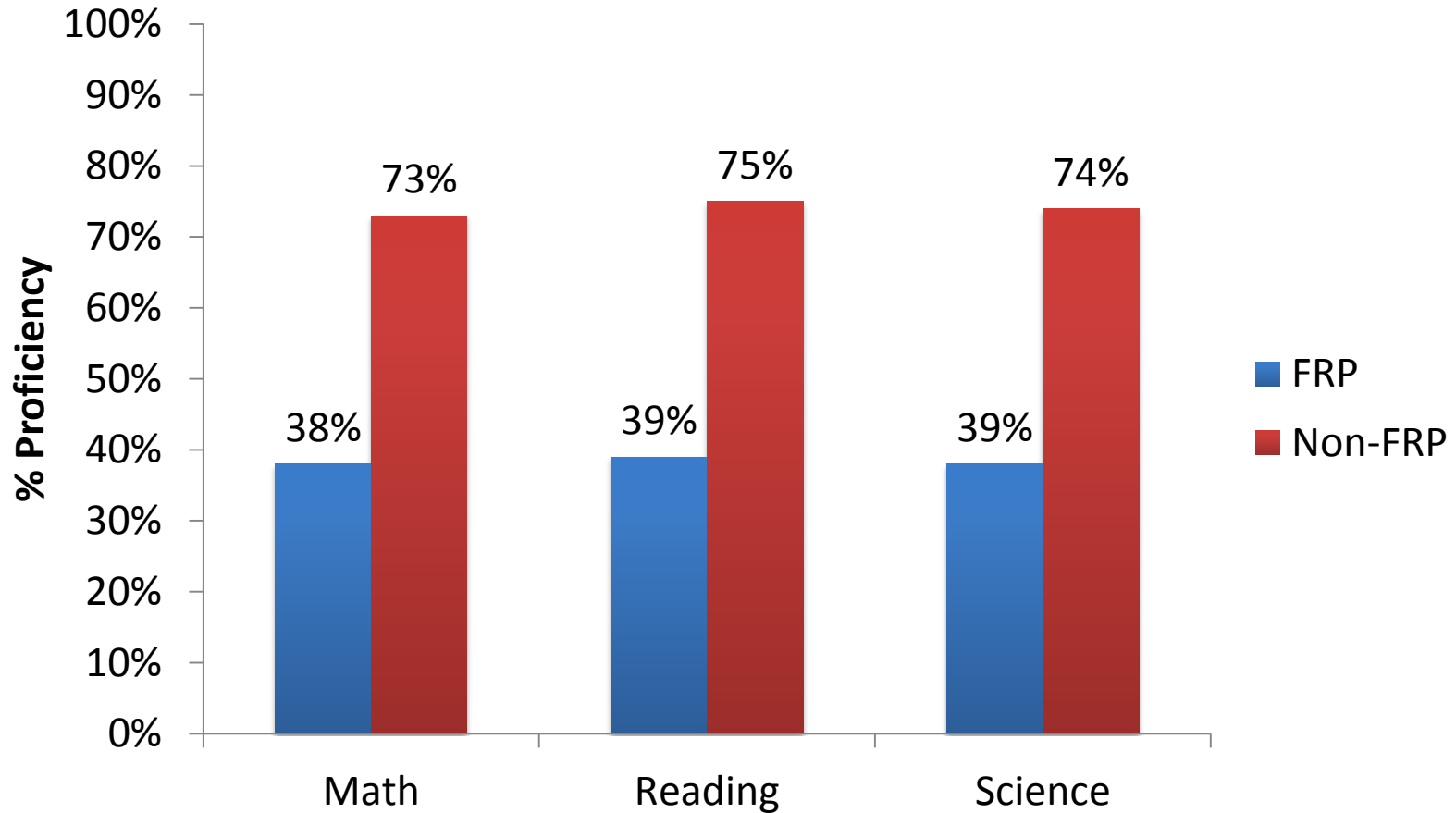


Source: MN Dept. of Education

# Goal B Results – Economic Gap



## MCA III Proficiency - Economic Gap



FRP: Students that receive Free and Reduce Priced Lunch

Non-FRP: Student who do not received Free and Reduced Priced Lunch

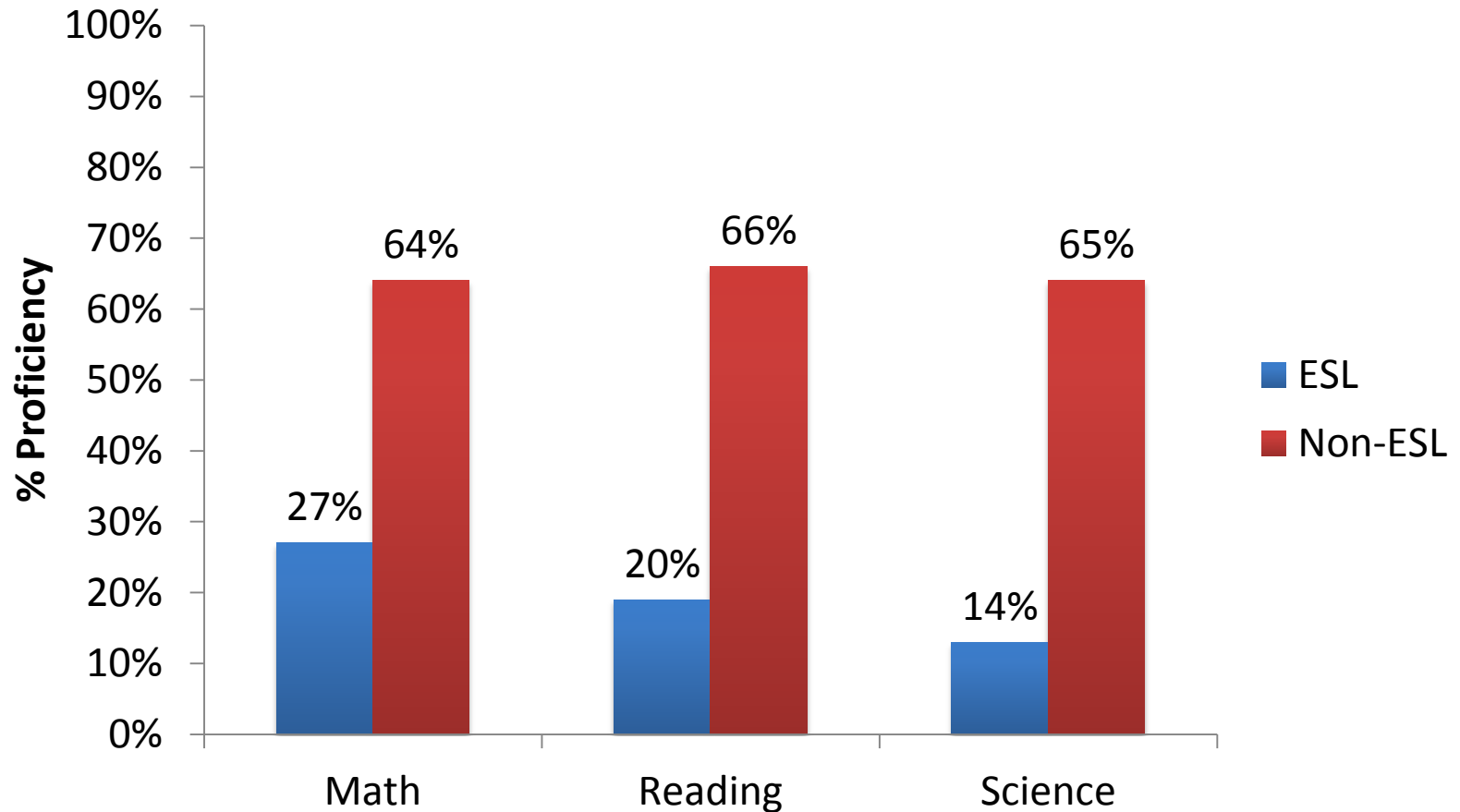
Source: MN Dept. of Education



# Goal B Results – ESL Gap



## MCA III Proficiency - ESL Gap



ESL: English as Second Language Learner

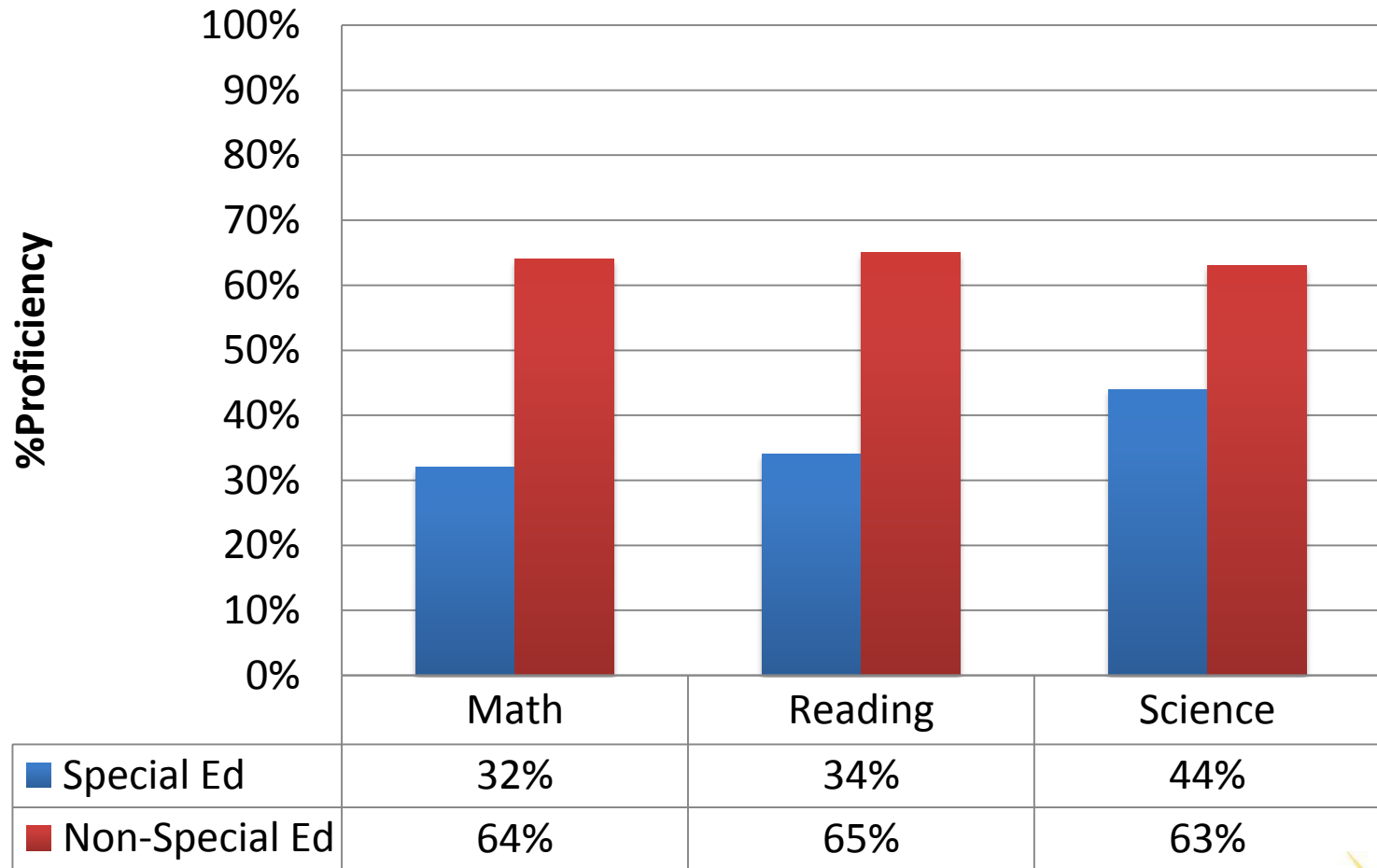
Non-ESL: Not English as Second Language Learners

Source: MN Dept. of Education

# Goal B Results – Special Ed Gap



## MCA III Proficiency - Special Ed Gap



Source: MN Dept. of Education

Spec Ed: Students receiving special education services

Non-Special Ed: 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

	<b>Baseline 2012-13</b>	<b>ACTUAL 2013-14</b>	<b>Goal Year 1 2014-15</b>	<b>Goal Year 1 Actual</b>	<b>Goal Year 2 2015-16</b>	<b>Goal Year 3 2016-17</b>	<b>Total Increase</b>
<b>GAP</b>	37.9%	37%	27.5%	38.3%	22.3%	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	Goal Year 3 2016-17
8 classes	9 classes 5 Spanish 4 English 150 participants	12 classes	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

	<b>Baseline 2013-14 Actual</b>	<b>Goal Year 1 2014-15</b>	<b>Year 1 Actual 2014-2015</b>	<b>Goal Year 2 2015-16</b>	<b>Goal Year 3 2016-17</b>
Number of students	368	405	209	446	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

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



# Racially Identifiable Plan-Moreland

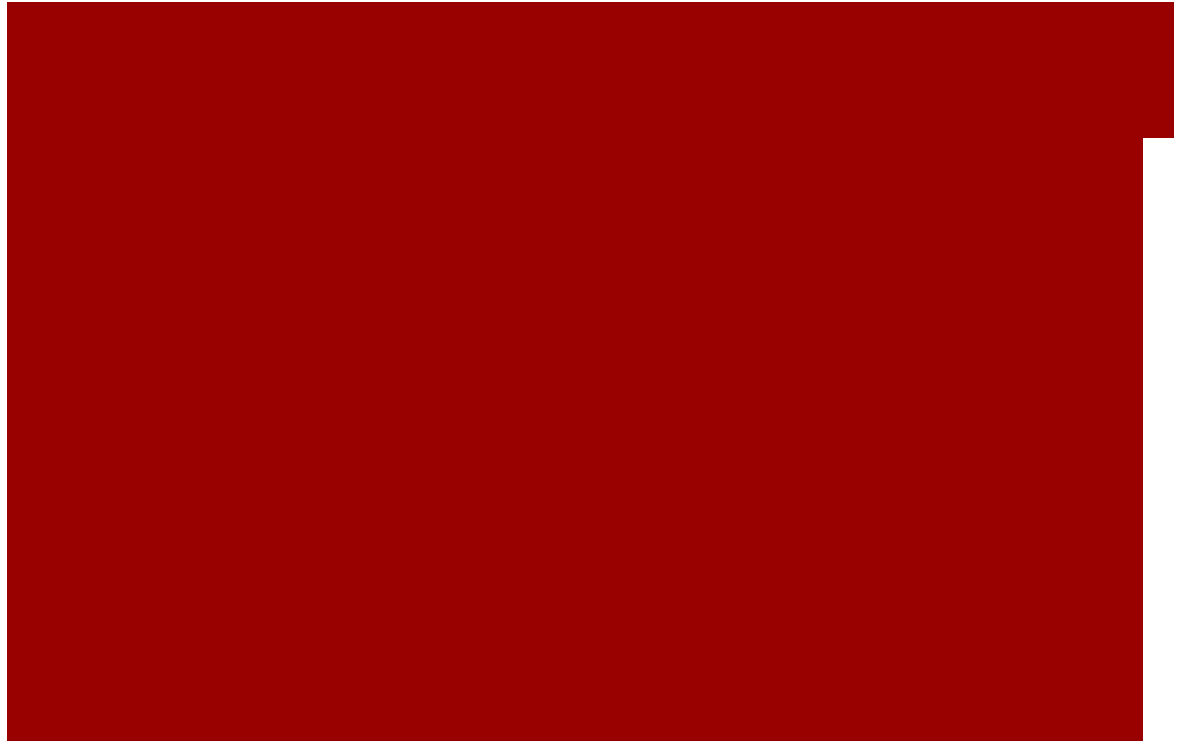


Racially Identifiable School has 20% more of a protected population than the district average.

Community Collaboration Council met 4 times in 2014-15, to provide input and feedback.

Made recommendations for Racially Identifiable Plan:  
Integrated after school programming  
Continued investigation and research into Spanish/English Dual Immersion model

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.**



# Goal C: Rigorous Courses



Type of Course	Courses Offered in 2014-2015
Advanced Placement	Biology, Chemistry, Physics I, Physics – Mechanics Calculus AB, Calculus BC, Statistics, Computer Programming US History, Economics, Psychology Language Composition
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, Chemistry of Exercise Physiology
College Articulation	Child Psychology
Certificate of Achievement	Culinary

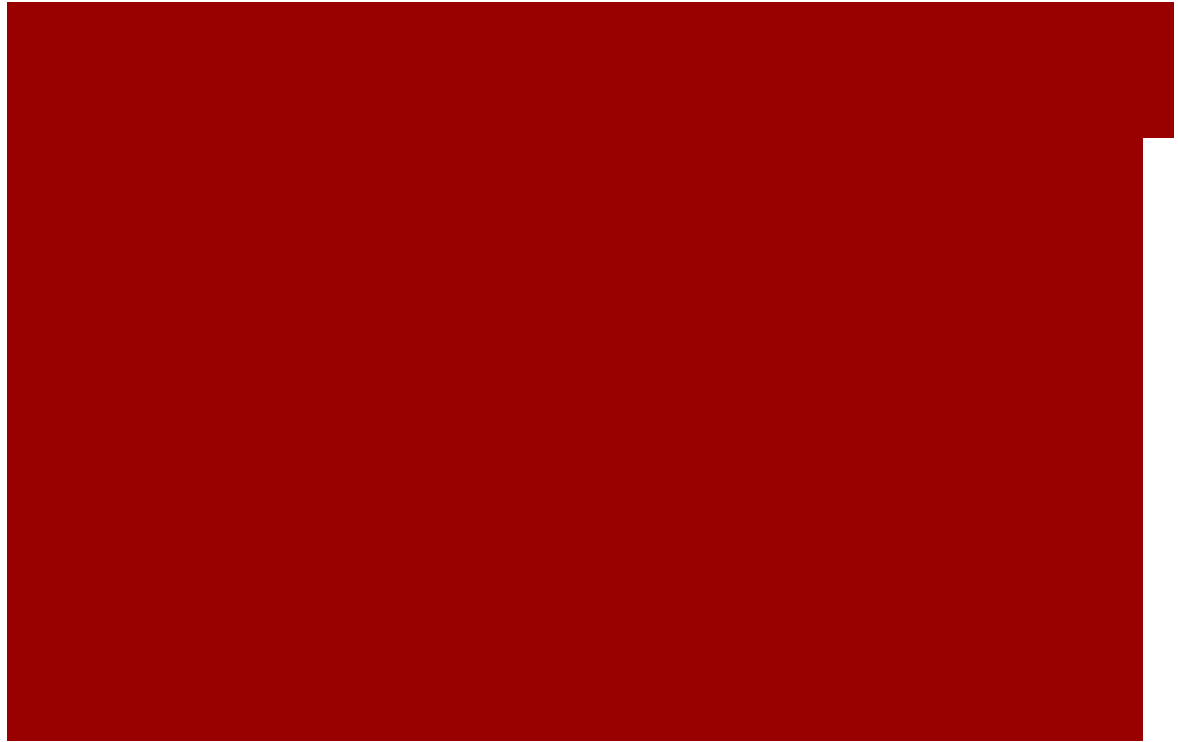
# Goal C Results



36% of total eligible population taking at least ONE Rigorous Course

# of students per Ethnic Group				
American Indian	Asian	Black	Hispanic	White
4	30	33	82	340

\*2013-14: course enrollment was 23%



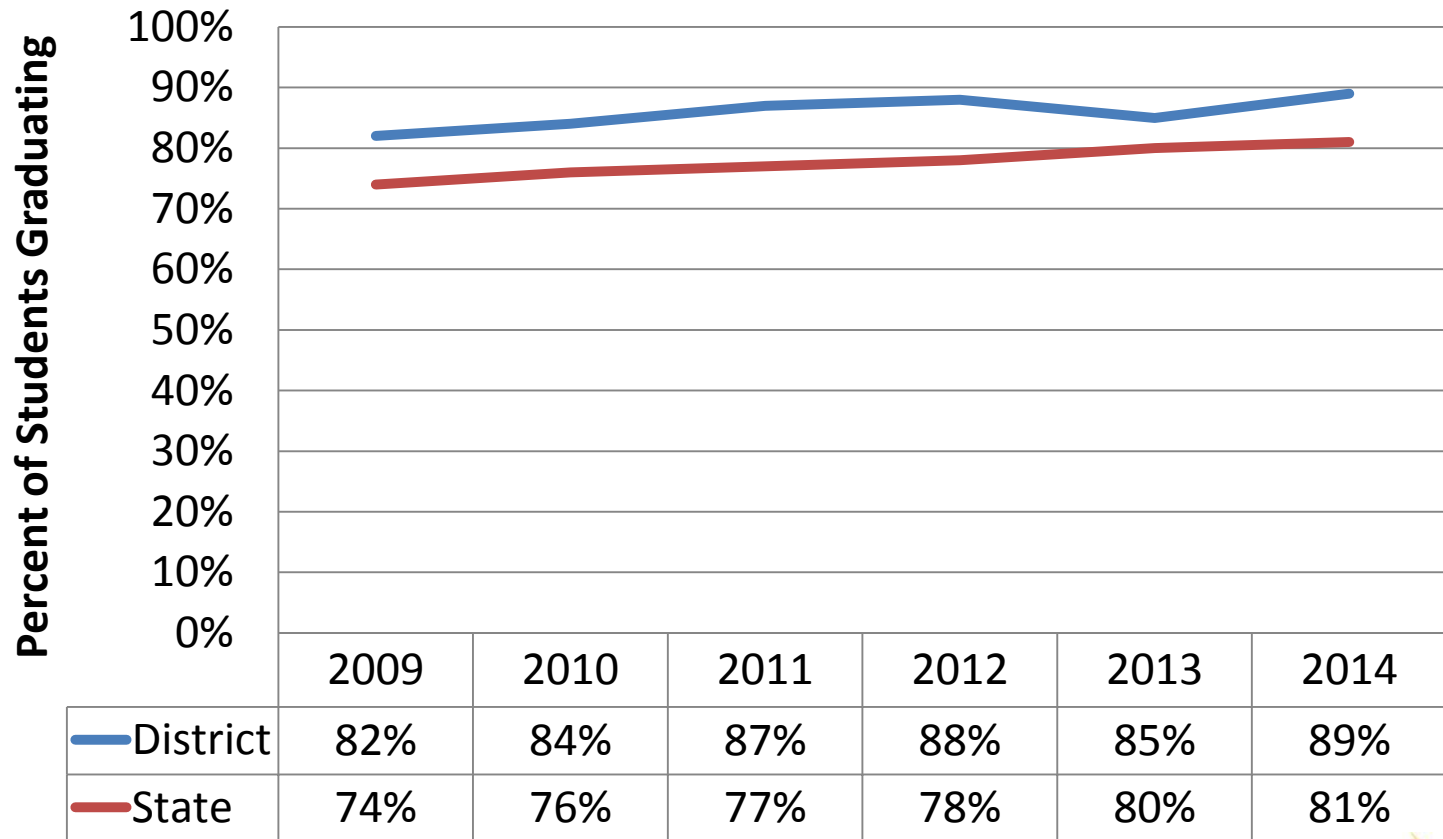
**Goal D Results:**  
**Prepare Students to be career and college ready.**



# Goal D: Graduation Rate



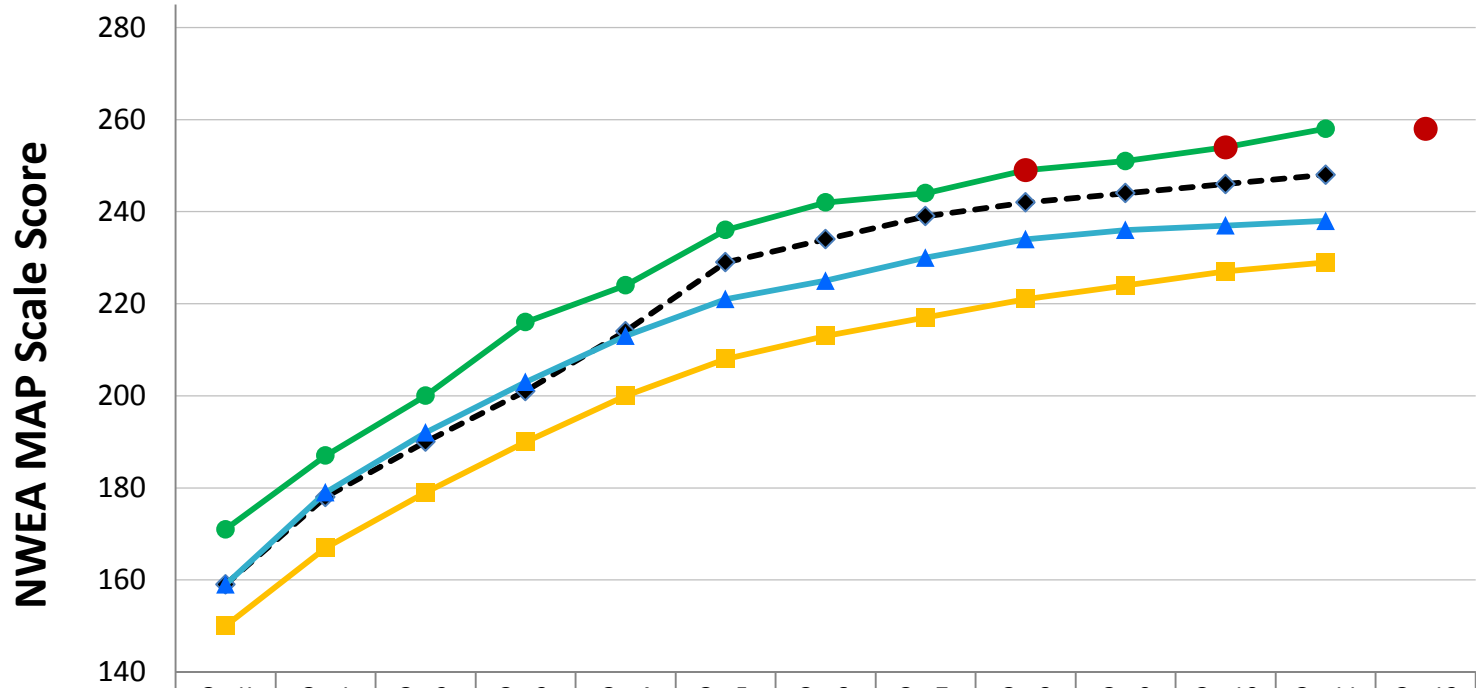
## 4 year Graduation Rate



Source: MN Dept. of Education

# K-12 Pathways to College and Career Readiness

## NWEA MAP Math Spring Scale Scores and Various Readiness Targets

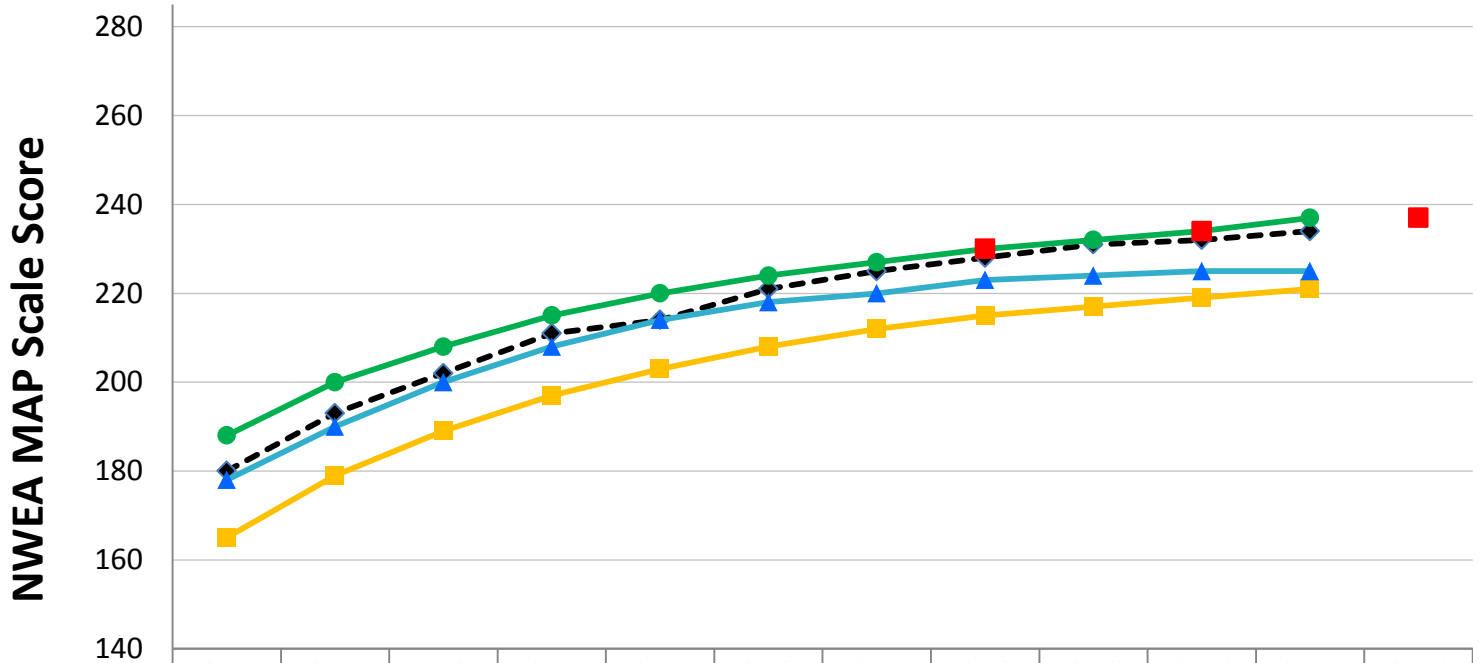


	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
◆ MCA Proficiency	159	178	190	201	214	229	234	239	242	244	246	248	
■ 2-year Open College	150	167	179	190	200	208	213	217	221	224	227	229	
▲ College Eligible	159	179	192	203	213	221	225	230	234	236	237	238	
● College Ready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

Source: ISD 197 World's Best Workforce Plan

# K-12 Pathways to College and Career Readiness

## NWEA MAP Reading Spring Scale Scores and Various Readiness Targets



	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	180	193	202	211	214	221	225	228	231	232	234	
■ 2-year Open College	165	179	189	197	203	208	212	215	217	219	221	
▲ College Eligible	178	190	200	208	214	218	220	223	224	225	225	
● College Ready Benchmarks	188	200	208	215	220	224	227	230	232	234	237	
■ EPAS Benchmarks								230		234		237

Source: ISD 197 World's Best Workforce Plan

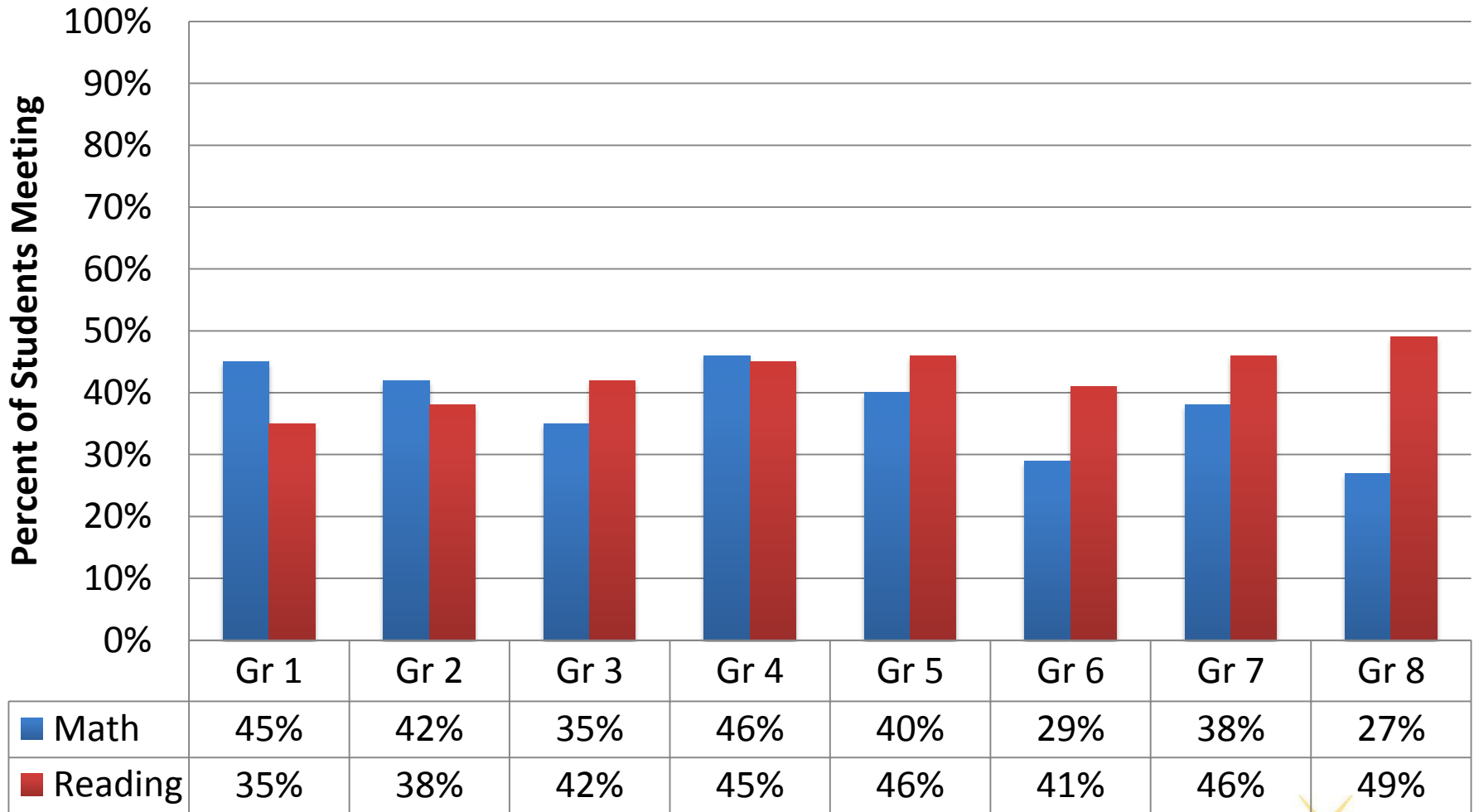




# Goal D: MAP Results



Percent of students meeting ACT target on MAP Spring 2015

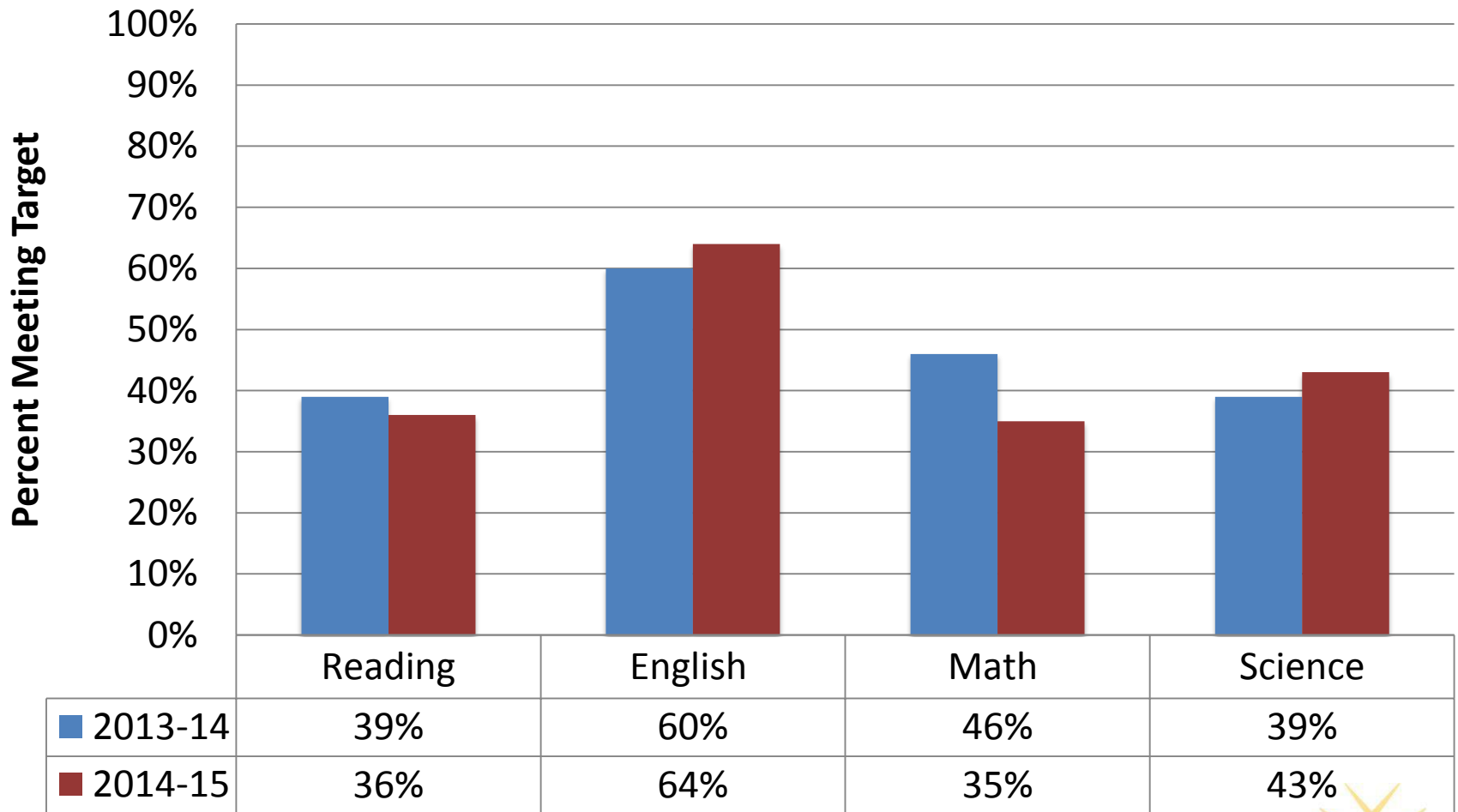


Source: NWEA with ISD 197 WBWF Targets

# Goal D: EXPLORE Results



## Students Meeting College Readiness Targets on Explore

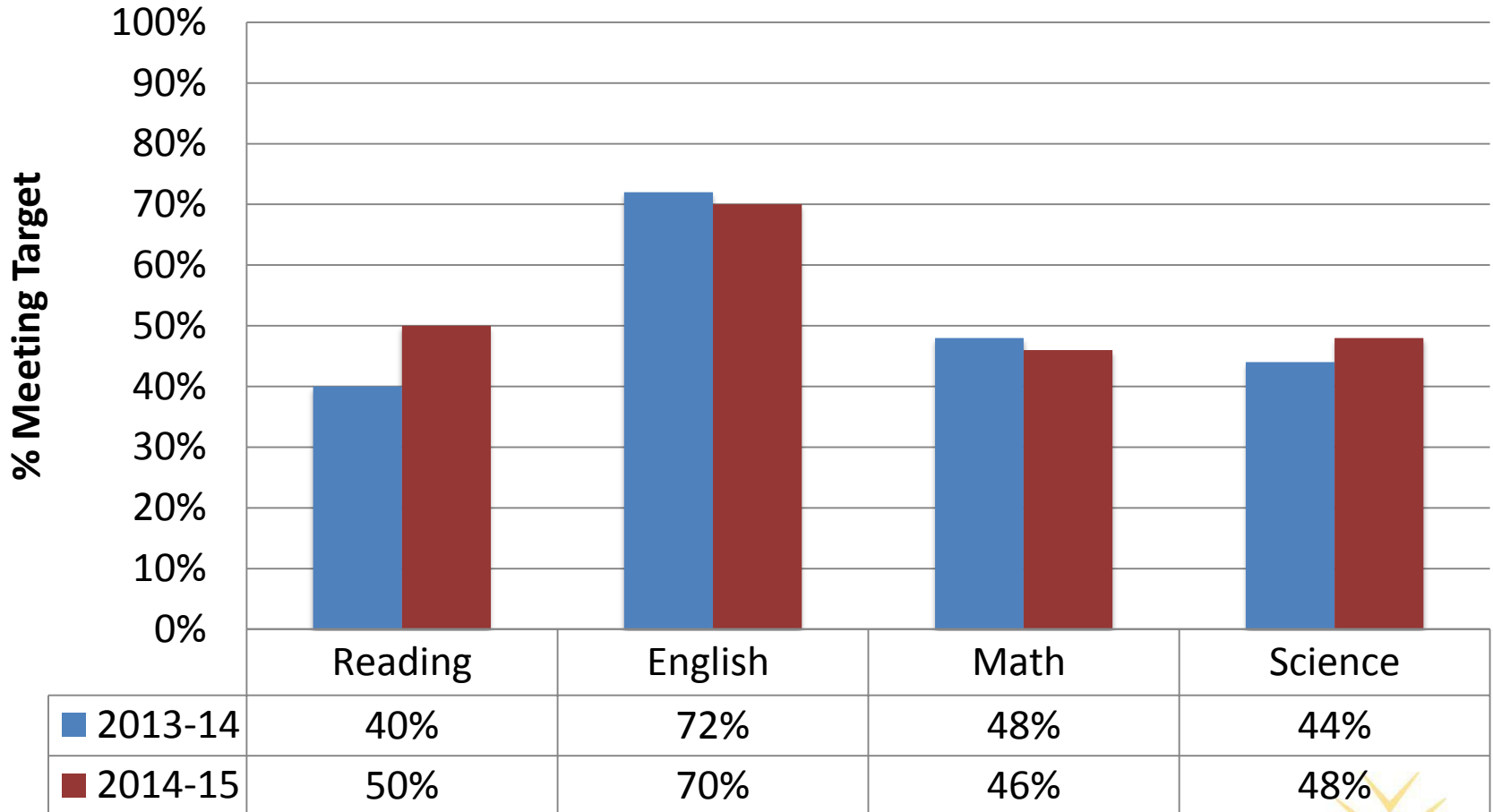


Source: ACT

# Goal D: PLAN Results



## Students Meeting College Readiness on PLAN

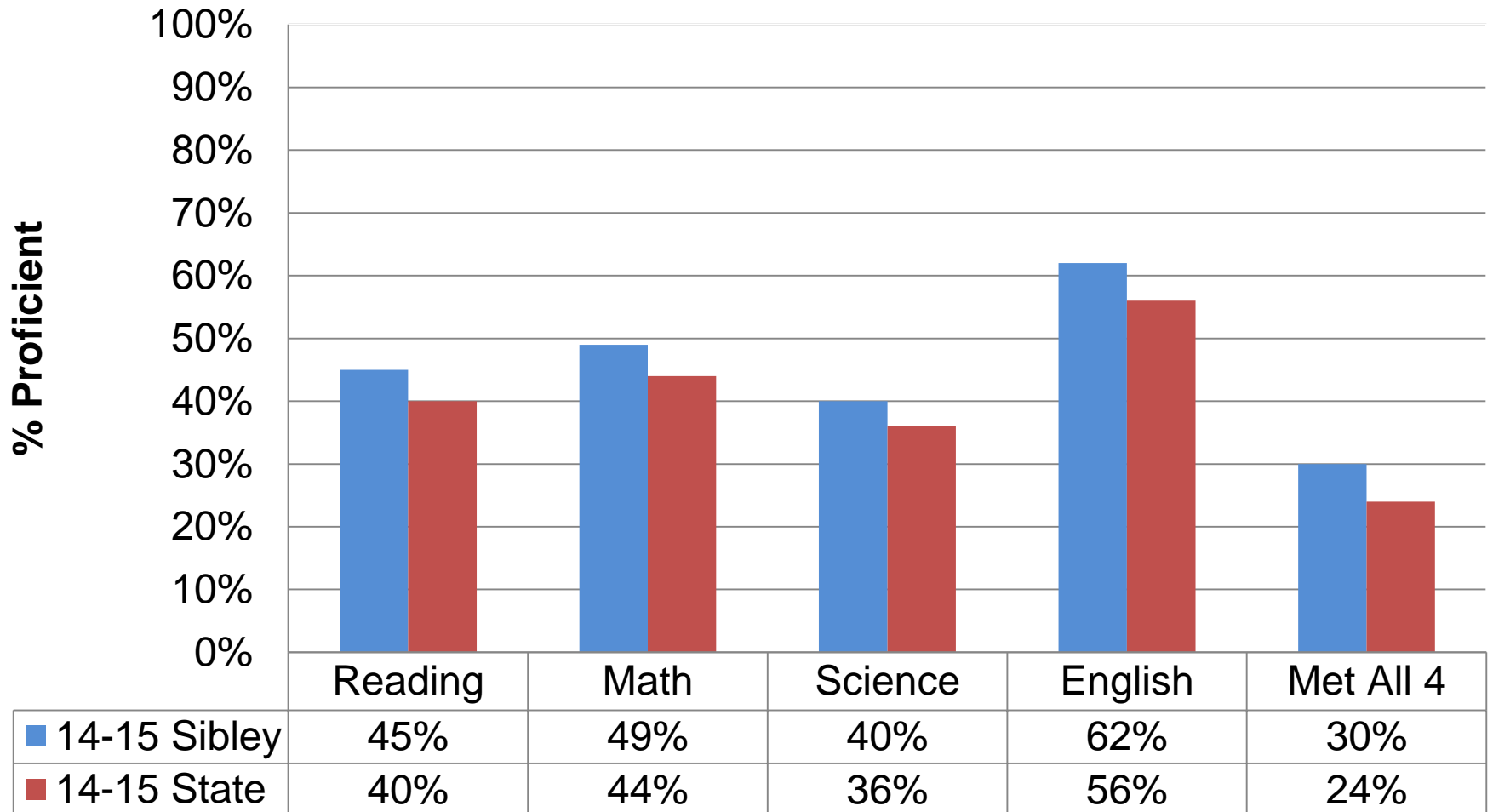


Source: ACT

# Goal D: ACT Results



## 11th grade Students in state wide administration meeting ACT readiness Comparison



Source: ACT



**Goal E Results: Deliver high impact early learning opportunities.**

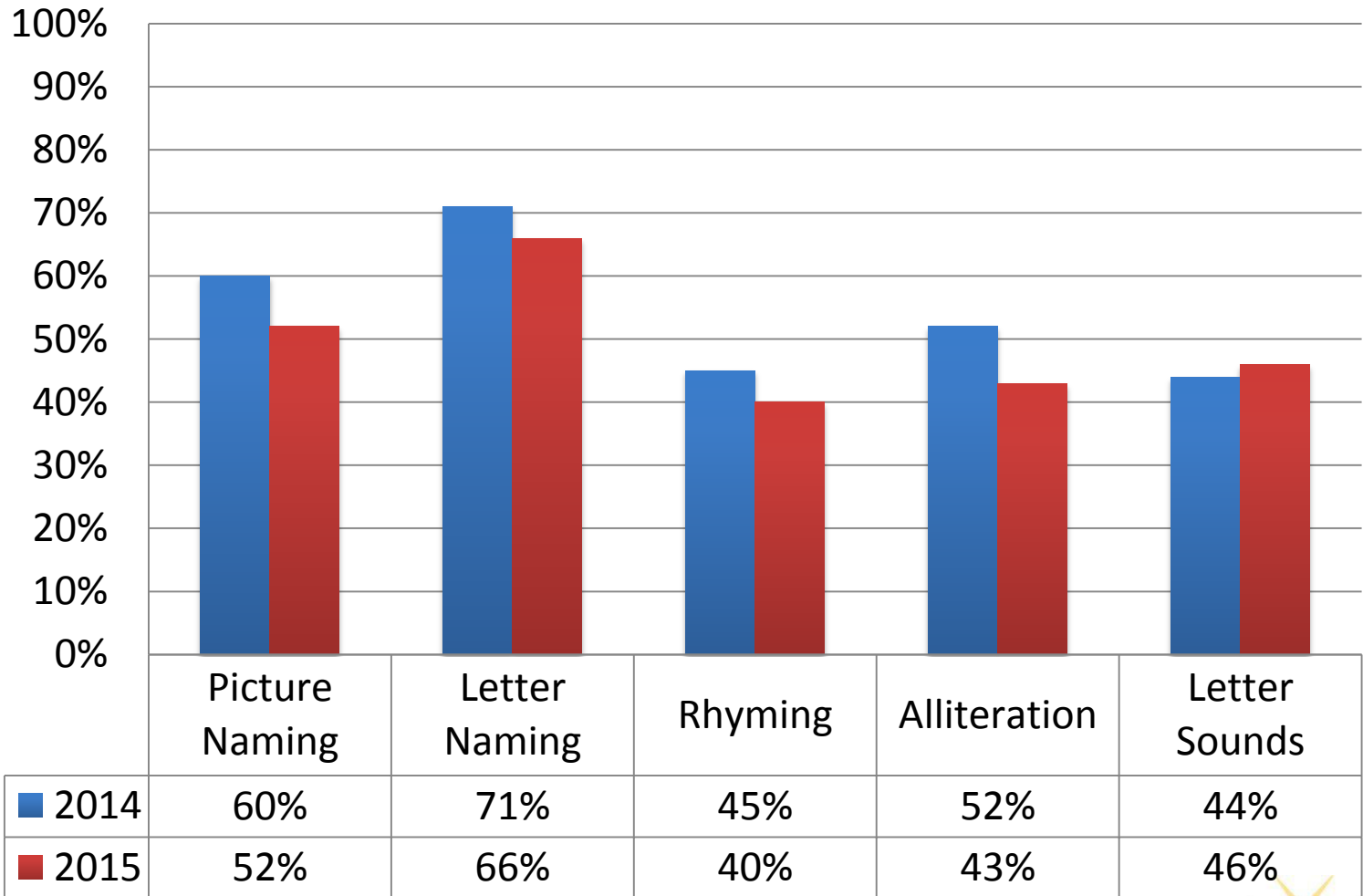


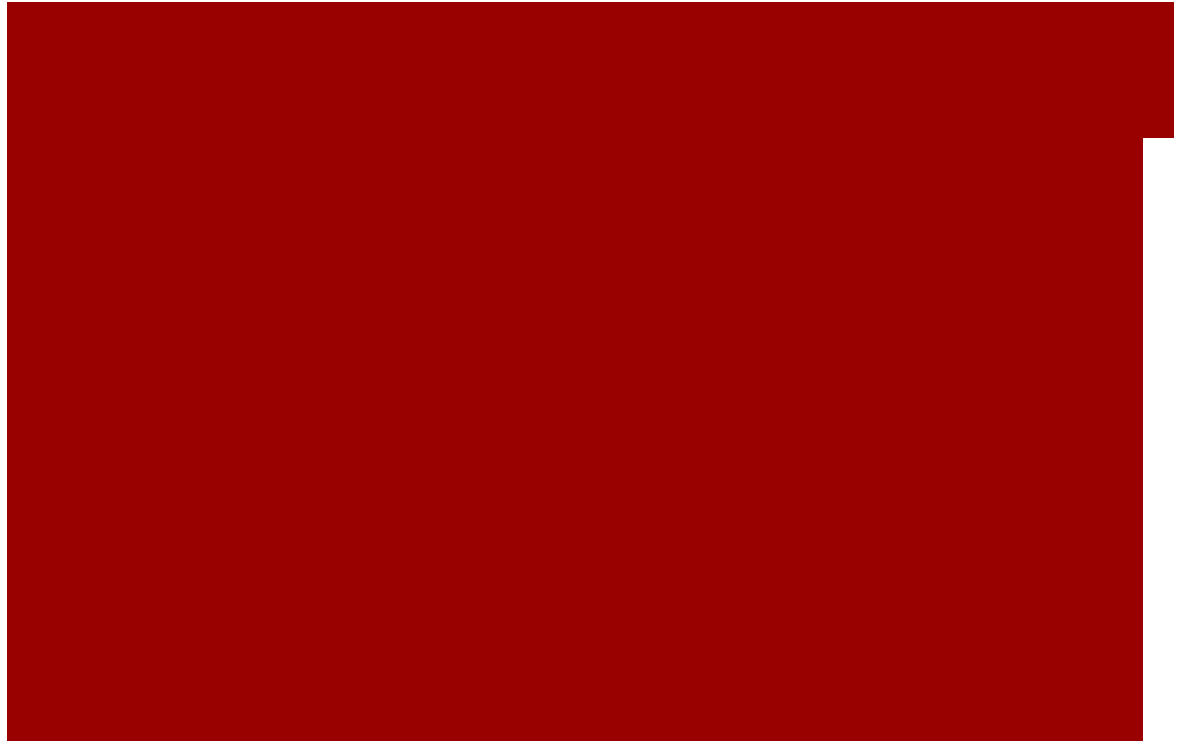
# Goal E Results



## Percent of students in 4 year old preschool

Percent of Students Meeting Literacy Targets





**Goal F Results: Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.**



# Goal F Results



Hybrid Courses	2013-14 Course Enrollment	2014-15 Course Enrollment
Interior Design	51	26
Health	64	60
Economics	27	37
On Your Own	26	92
Chemistry		45
Total Number of Enrollments	176	244



# 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)

We are still looking for a parent representation from:

- Moreland

Date	Time	Location
September 14, 2015	5:30 – 7:00PM	Sibley A-236
November 9, 2015	5:30 – 7:00PM	Sibley A-236
January 25, 2016	5:30 – 7:00PM	Sibley A-236
March 14, 2016	5:30 – 7:00PM	Sibley A-236
May 9, 2016	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?