



Creating the World's Best Workforce Annual Report
West St. Paul - Mendota Heights - Eagan Area Schools
School District 197

Review of 2013-2014

2013-2014 Creating the World's Best Workforce Annual Report

Under Minnesota Statute, Section 120B.11, school districts are required to develop a World's Best Workforce (WBWF) Annual Report and report summary for the 2013-14 school year. Per allowance by state legislation, the District will publish the required information electronically on the District website. Notice of this electronic publication will be included in the District's legal newspaper, *Southwest Review*.

Information contained in this annual report includes:

- District Goals & Improvement Plans
- Academic Standards and Curriculum Alignment
- Curriculum Advisory Committee (CAC) member information
- Progress Toward Strategic Goals

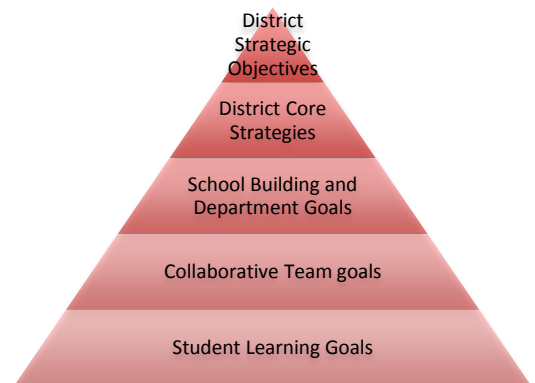
In addition to this required report, the District will publish a comprehensive Annual Report to the Community for the 2013-2014 school year, which will be mailed to district residents in mid October. This report will include additional pieces of data, including student assessments, financial reports, demographics, community survey results, and information that relates to the District's strategic goals.

District Goals & Improvement Plans

In 2013-2014, the district developed its Strategic Implementation Plan: Creating the World's Best Workforce. Like the State of Minnesota, District 197 is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a district, how we work to accomplish our goals, and what the end result will be. These are described in the district's mission, vision, core values and strategic goals.

The Strategic Implementation Plan is put into action through Continuous Improvement Planning (CIP). Through this process district departments and school buildings set goals that are results oriented and directly aligned to the District's strategic objectives. Teachers set goals in collaborative teams that directly connect to their building or a district CIP goal. As shown in the graphic at the right, all levels of goal-setting will be connected to create aligned student learning goals throughout the District, linking the daily work of teachers in the classroom to the strategic objectives of the School Board.

The district has a number of Student Achievement Plans that include Title 1, Local Literacy Plan, Alternative Delivery of Specialized Instructional Services, Alternative Teacher Pay for Performance System(ATPPS), Teacher Development and Evaluation (TDE) and Integration plan. All of these plans play an integral part in implementing the District's Core Strategies.



District 197 Mission Statement (*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.

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.

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 and sustainable manner to cost-effectively achieve our vision.

Goals *(How We Focus the Allocation of Resources)*

- A. Achieve measurable growth and continuous progress for each student.
- B. Narrow the achievement gap.
- C. Personalize learning by offering multiple pathways and opportunities for students 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 non-traditional methods and media.

The District Strategic Framework provides a roadmap for the district. A roadmap, however, is insufficient. Detailed plans for how to accomplish the goals are necessary. To that end, 21 Core Strategies have been identified as the actions necessary to achieve the six goals outlined in the Framework.

The Core Strategies will be implemented over the next two to four years and an action plan has been written for each strategy. Action plans are adjusted annually.

Measurement of Goals

The district measures its progress toward attaining our goals through a District Scorecard. The District Scorecard identifies performance measures that indicate both a desired outcome and degree to which individual schools and the district are making progress towards those goals. The Scorecard will be updated and reviewed annually. In addition to the Scorecard, Annual Achievement Targets are set based on the previous year's performance. The Annual Targets differ from the Scorecard in that they breakdown the aspirations specified in the District Scorecard into incremental strategies, measureable, attainable, results-based and time bound (SMART) goals on a yearly basis.

Academic Standards & Curriculum Alignment

The No Child Left Behind Act (NCLB), signed into law in 2001, requires that each state, including Minnesota, create its own set of academic standards indicating what a child should know and learn at

each grade level in Math, Science and Reading/Language Arts. In addition to the requirements set forth in NCLB, Minnesota has chosen to also develop standards in social studies and the arts.

The district continually reviews what students are taught and how they are taught. Student performance, as shown by a variety of assessment results, guides the district in deciding what needs to be done so that all students can be successful. The School Board, administration, and staff of District 197 are committed to high student achievement and continuous improvement for all students. We believe that student achievement will be enhanced through:

- Improved communication with parents, students and the community;
- Challenging curriculum that reflects best practices;
- Staff development opportunities appropriately designed to enhance the quality of instruction;
- Adequate fiscal resources to maintain program stability, appropriate facilities and equipment;
- An ongoing review of curriculum, instruction and assessment practices.

District 197 believes that academic standards, when embedded into the curriculum, help ensure that students will be critical thinkers, communicators, learners, and responsible citizens. Students must know how to access, interpret and apply this information to solve the new problems an increasingly complex world will present.

Aligning the District 197 curriculum with Minnesota Academic Standards

Minnesota Academic Standards in the areas of Reading and Language Arts, Mathematics, Science, Social Studies and the Arts are on a schedule of review and revision, which has been determined by the Legislature. District 197 has developed a six year curriculum review cycle that incorporates these new academic standards into the curriculum.

Curriculum Advisory Committee

The Curriculum Advisory Committee (CAC) works with the Curriculum, Instruction and Assessment Department to respond to curriculum updates, student achievement reports, and instructional material recommendations. Members learn about and discuss curricular areas under review. The CAC ensures community participation in the Minnesota Academic Standards implementation process and in all phases of planning/improving curriculum and instruction.

CAC members are community representatives from a variety of backgrounds who meet five times annually. If you are interested in serving on the CAC, contact the principal at your neighborhood school or call the Curriculum office at 651-403-7015

Progress Toward Strategic Goals

We measure our progress toward our strategic goals through a variety of assessments. The primary purpose of testing in School District 197 is to provide information to help improve instruction. The testing program employs a variety of assessments and standardized tests. The data received from testing helps the district analyze student progress and district curriculum, learn which programs will be most helpful for each student, and remain accountable for offering the best possible education for all students.

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

Our progress for Strategic Goal A is measured by the Minnesota Comprehensive Assessments (MCA), Measures of Academic Progress (MAP) and through a series of assessments used to measure literacy.

The district set Annual Achievement Targets for this goal in the area of math as follows and our results for the 2013-2014 school are included below:

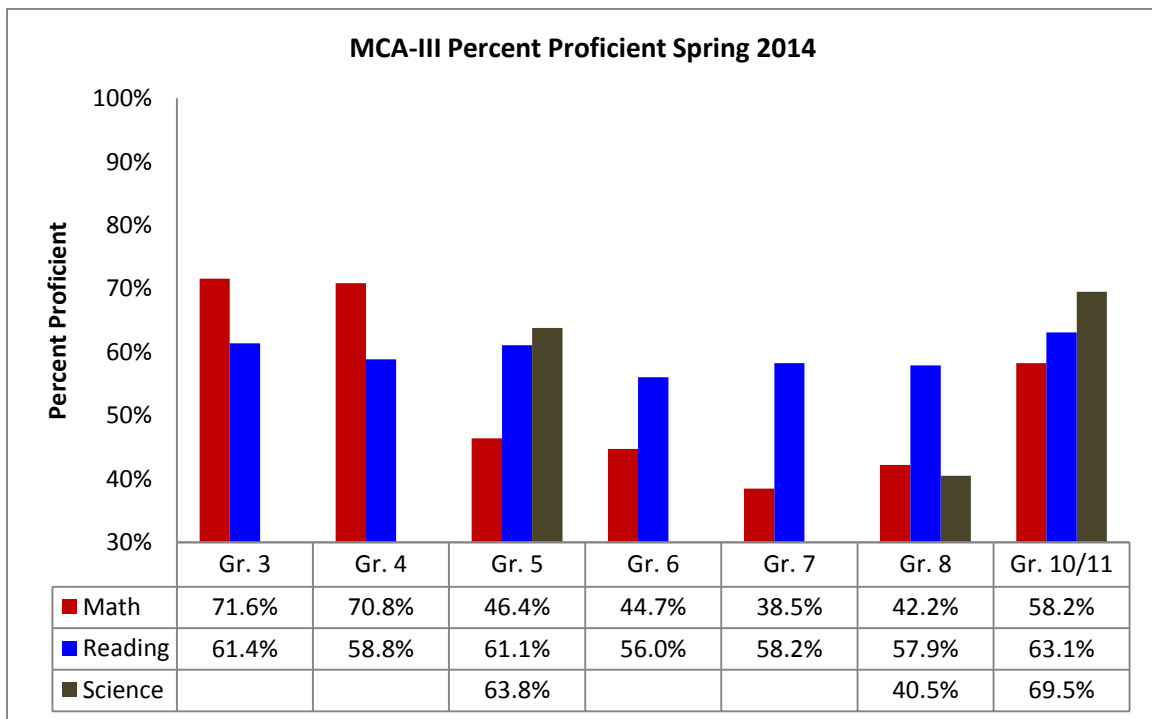
- Increase the percentage of students in grades 3 and 4 (combined) who score at the MCA Proficiency Level on the Spring 2014 MAP test by 3%. (Target 70%, Goal Not Met: 67.6%)
- Increase the percentage of students in grades 5 and 6 (combined) who score at the MCA Proficiency Level on the Spring 2014 MAP test by 8.4%. (Target 50%, Goal Not Met: 42.9%)
- Increase the percentage of students in grades 7 and 8 (combined) who score at the MCA Proficiency Level on the 2014 Spring MAP test by 4.4%. (Target 31%, Goal Met: 39.3%)
- 80% of high school students identified as at risk for success in math who take the MAP test will meet their growth target on the Spring 2014 MAP test. (Target 80%, Goal Not Met: 73%)

Minnesota Comprehensive Assessments (MCA)

The states uses the MCA to assess school performance as required under federal No Child Left Behind legislation; these results are used by the state in identifying if schools are making Adequate Yearly Progress (AYP) as well as to determine a school’s Multiple Measurement Rating (MMR). Some students, depending on special needs, may have taken alternative state assessments such as the MTAS or MCA-modified.

- Tests are administered in Reading to students in grades 3-8 and grade 10
- Tests are administered in Math to students in grades 3 – 8 and grade 11.
- Tests are administered in Science to students in grade 5, 8 and 10.

Our results on the MCAs in Math, Reading and Science are summarized below by grade level.



In the area of Math, our students in grades 3 and 4 perform at the state average. Our students in grades 5 – 8 are performing 10% below state average, while our students in grade 11 perform above the state average. In our Annual Achievement Targets we identified math as our area of greatest need. In the spring of 2014 we saw slight gains in proficiency in all grades tested with the exception of grade 4 where overall proficiency decreased by 1%.

In the area of Reading, our students in grades 3, 4, 7, 8 and 10 performed better than the state average. In grades 5 and 6 our students performed slightly below the state average. Overall proficiency in reading increased at all grade levels in the spring 2014 with the exception of grade 6.

In the area of Science, our students in grade 5 increased in proficiency while we saw decreases in proficiency at grades 8 and 10. We continue to perform above the state average in grades 5 and 10.

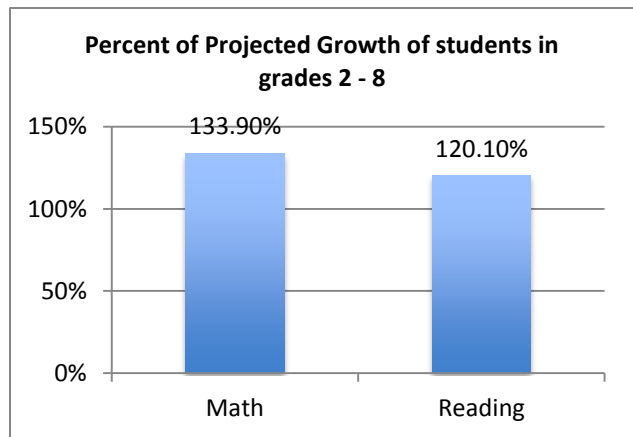
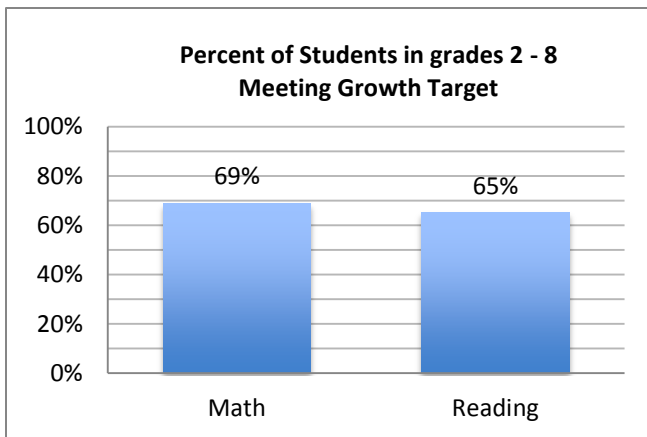
Notable successes in 2013-2014 school year include:

- Elementary Reading MCA:
 - Grade 3 - 5% increase in proficiency (State = 1%)
 - Grade 4 – 7% increase in proficiency (State = 1%)
- Garlough Reading MCA
 - Grade 3 - 5% increase in proficiency
- Somerset Reading MCA:
 - Grade 3 – 5% increase in proficiency
- Moreland Reading MCA:
 - Grade 3 – 8% increase in proficiency
 - Grade 4 – 8% increase in proficiency
- Pilot Knob Reading MCA:
 - 18% improvement in 4th grade proficiency
 - 18% increase in the % in 4th grade reaching the highest level of the MCA
 - 9% increase in the % meeting proficiency school wide
- Mendota Math MCA
 - 6% increase in proficiency
- Grade 7 Reading MCA:
 - 5% increase in proficiency (State = 2%)
- HS Math:
 - Increase of 14 percentage points in MCA passing rates in the last two years

Specific building level data can be found in the [School Report Card](#) on the MDE website.

Measures of Academic Progress (MAP)

The MAP test is a locally administered, computer-based adaptive testing instrument, given to students in the fall and spring to assess yearly, individual academic growth in the areas of reading and math. Each student has an individual growth goal based on their fall MAP score that indicates the number of RIT points needed annually to equate to one year’s worth of academic growth. Growth is then calculated in two ways, the first measure considers where the student met or did not meet their growth goal; this is reported in the chart entitled “Percent of Students Meeting Growth Target”. In this calculation if a student was to gain 10 RIT points from the fall to spring test and only gained 9, they would have not met their growth goal. In the second calculation, we consider the actual growth that a student makes over the course of the academic year and divide it by the expected growth; this then gets calculated as a percentage and we refer to it as “Percent of Projected Growth”. Any value above 100% indicates that a student made more than one year’s worth of growth within an academic year, for students that are at risk we like to see values above 100%.



As part of our Local Literacy Plan, we measure the percent of students in Kindergarten through grade 3 who are on track to read well by the end of third grade.

Our Kindergarten students are assessed in literacy in five areas. The results of these assessments are summarized in the table below.

	Letter Identification Upper	Letter Identification Lower	Letter Sound	Rhyming	Benchmark Assessment Level
% Meeting Target	91%	84%	73%	78%	68%

For students in grades 1, 2 and 3, we measure their ability to read well through the use of the MAP assessment. The grade level targets are set to equal grade level proficiency. Students who do not achieve a specific target score on the fall or spring MAP assessment are given the Benchmark Assessment and may receive intervention services.

Grade	Percent Proficient in 2013-2014 as measured by MAP target
Grade 1	48%
Grade 2	51%
Grade 3	49%

Goal B: Narrow the achievement gap.

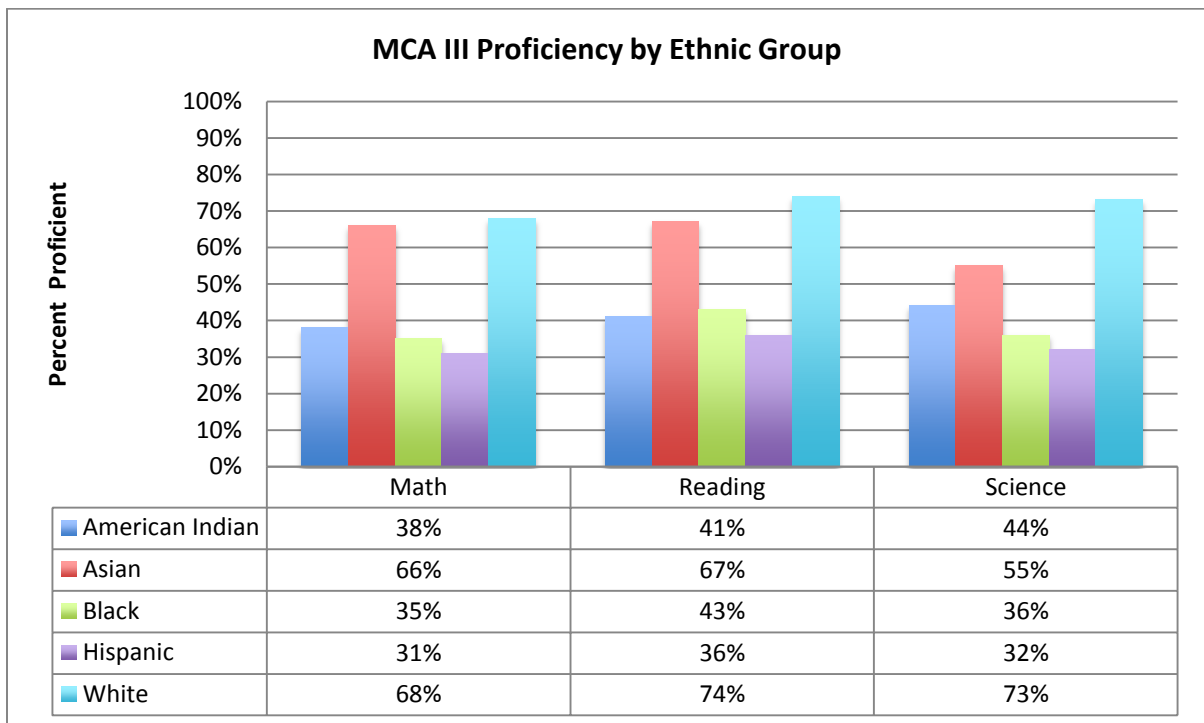
Our progress for Goal B is measured by the Minnesota Comprehensive Assessments (MCA), Measures of Academic Progress (MAP) and through a series of assessments used to measure literacy. Our results are reported by looking at four different achievement gaps: ethnicity, socio-economic, English as a Second Language and Special Education.

The district set Annual Achievement Targets for this goal in the area of math as follows and our results for the 2013-2014 school year are included below:

- Decrease the gap between White students and Black and Hispanic students (combined) in grades 3 and 4 (combined) who score at the MCA Proficiency Level on the Spring 2014 MAP test by 5.4%. (Target 32%, Goal Not Met: 35.1%)
- Decrease the gap between White students and Black and Hispanic students (combined) in grades 5 and 6 (combined) who score at the MCA Proficiency Level on the Spring 2014 MAP test by 5.1%. (Target 32%, Goal Not Met: 36%)
- Decrease the gap between White students and Black and Hispanic students (combined) in grades 7 and 8 (combined) who score at the MCA Proficiency Level* on the Spring 2014 MAP test by 3.6%. (Target 18%, Goal Not Met: 40.6%)
- The gap between White students and Black and Hispanic students (combined) identified as at risk for success in math will meet their growth target on the Spring 2014 MAP Math test will not exceed 20%. (Target under 20%, Goal Met: 11.1%)

Ethnic Gap:

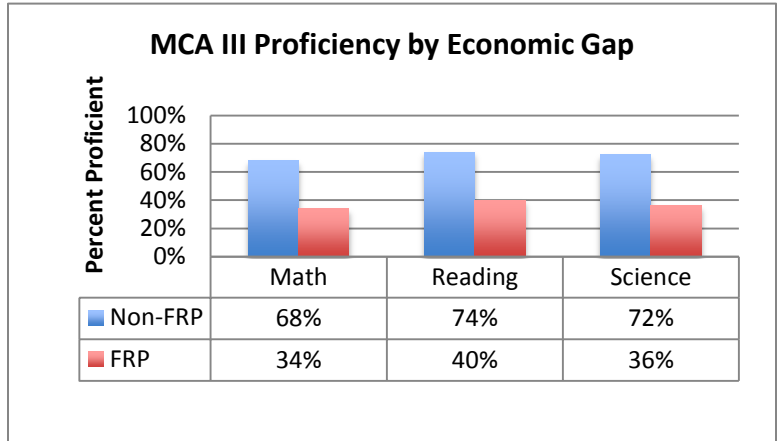
The table below shows proficiency on the MCA in math, reading and science by ethnic group. The district experiences significant gaps in student proficiency between the districts White and Asian students in comparison to Hispanic and Black students. The math test is given in grades 3 – 8 and 11; the reading test is given in grades 3 – 8 and 10; the science test is given in grades 5, 8 and 10.



Goal B: Narrow the achievement gap continued.

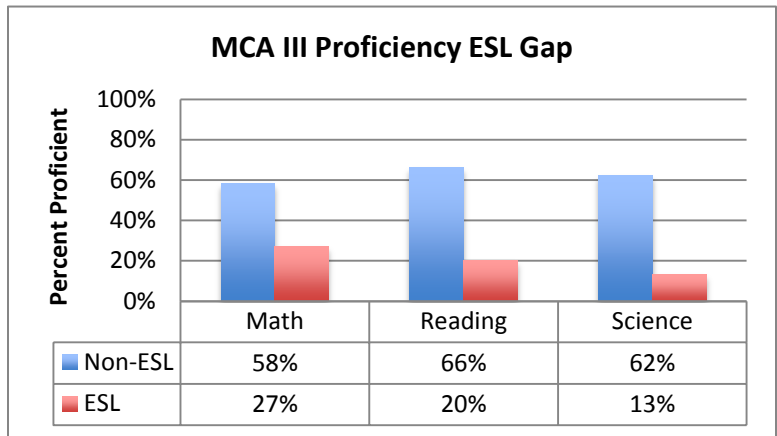
Economic Gap

The table to the right shows the achievement gap on the MCA III in math, reading and science that exists between students who receive free and reduced lunch (FRP) and those that do not (Non-FRP). The economic gap in math is 34%, in reading is 34% and in science is 36%.



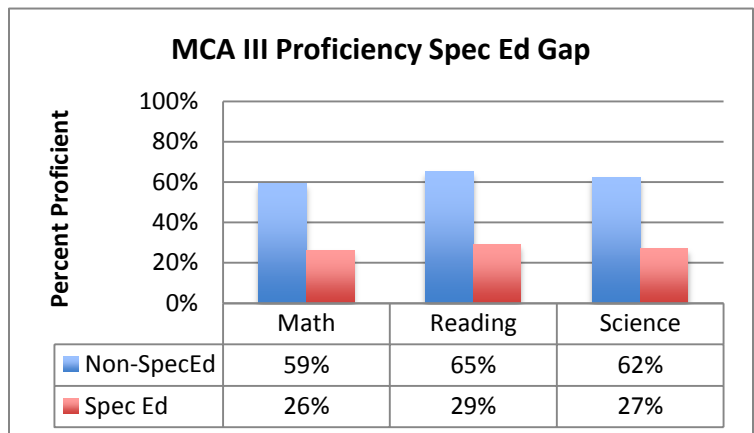
English as a Second Language (ESL) Gap

The table to the right shows the achievement gap on the MCA III in math, reading and science that exists between students who are English as Second Language Learners and those that are not. The ESL gap in math is 31%, in reading is 46% and in science is 49%.



Special Education Gap

The table to the right shows the achievement gap on the MCA III in math, reading and science that exists between students who are receiving special education services (Spec Ed) and those that do not (Non-Spec Ed). The Special Education gap in Math is 33%, in reading is 36% and in science is 35%.



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

Our work in Goal C for the 2013-2014 school year focused on students being involved in co-curricular activities, either academic or athletic, and also on taking rigorous courses. Over twenty rigorous courses were offered and 22.6% of students at Henry Sibley were enrolled in at least one of these courses.

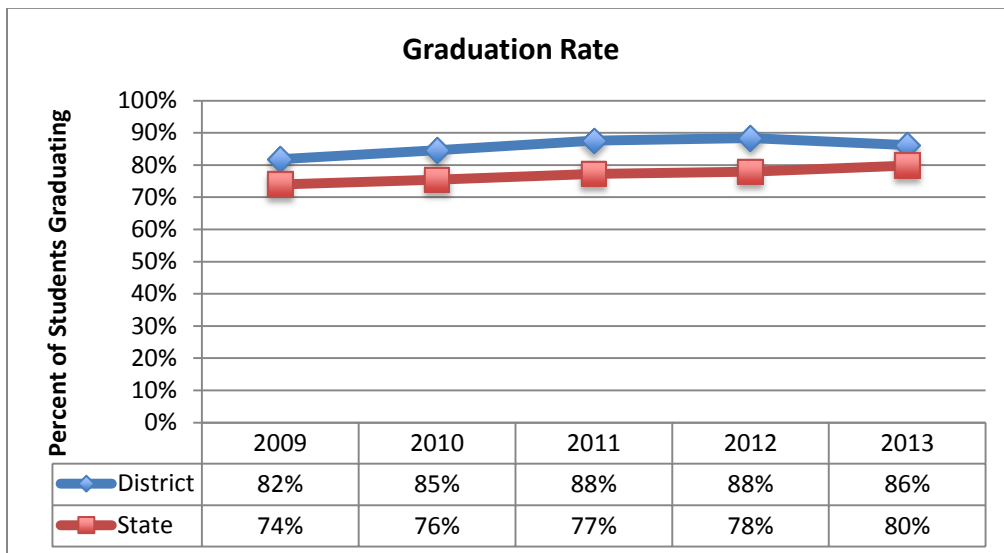
Goal D: Prepare students to be career and college ready.

Our progress for Goal D is measured by the Measures of Academic Progress (MAP), ACT’s suite of college assessments including EXPLORE, PLAN and ACT. Additionally we measure career and college readiness by GPA and our graduation rate.

The district set Annual Achievement Targets for this goal in the area of math as follows and our results for the 2013-2014 school are included below:

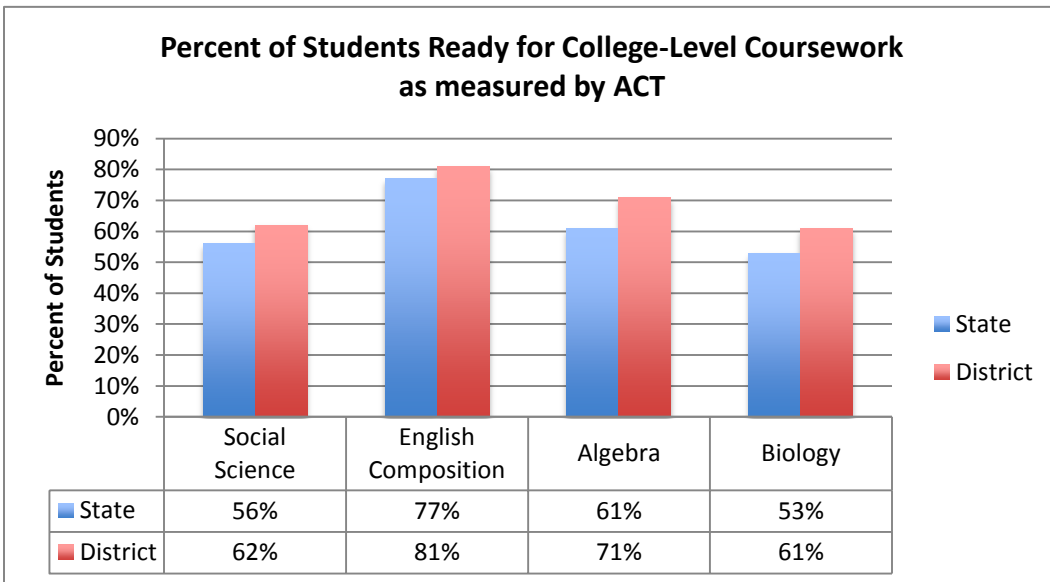
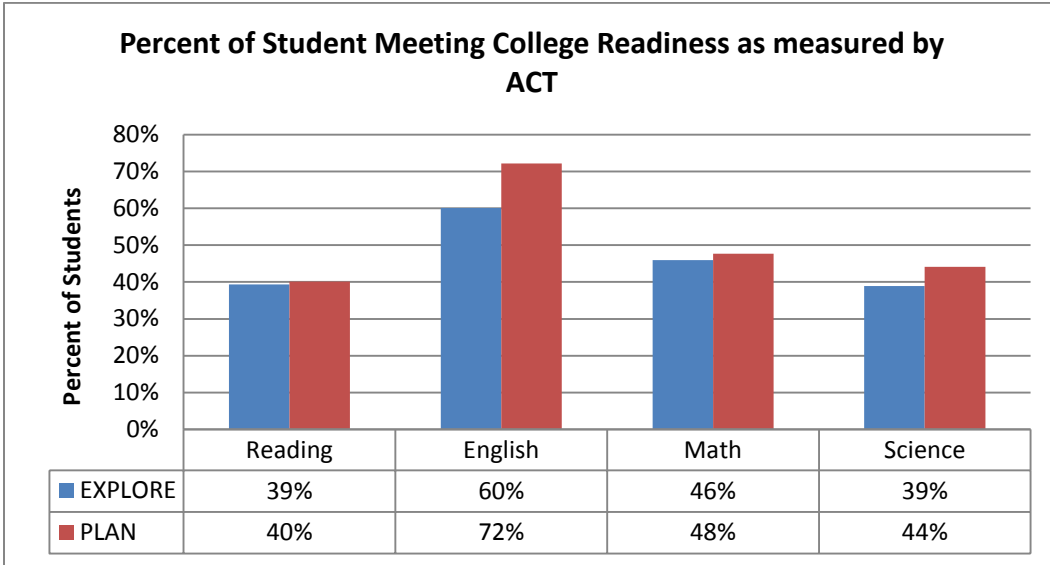
- Increase the percentage of students in grades 3 and 4 (combined) who score at the ACT College Ready Benchmark on the Spring 2014 MAP test by 2%. (Target 36%, Goal Met: 36%)
- Increase the percentage of students in grades 5 and 6 (combined) who score at the ACT College Ready Benchmark on the Spring 2014 MAP test by 2%. (Target 28%, Goal Not Met: 26%)
- Increase the percentage of students in grades 7 and 8 (combined) who score at the ACT College Ready Benchmark on the Spring 2014 MAP test by 2%. (Target 35%, Goal Not Met: 29%)
- 20% of high school students identified as at risk for success in math who take the MAP test will score at the College Eligible Benchmark on the Spring 2014 MAP test. (Target 20%, Goal Met: 41%)

In District 197, our graduation rate has been fairly steady over the past five years and continues to be six percent higher than the state average. At the time of publication, the 2014 graduation rate was not available.



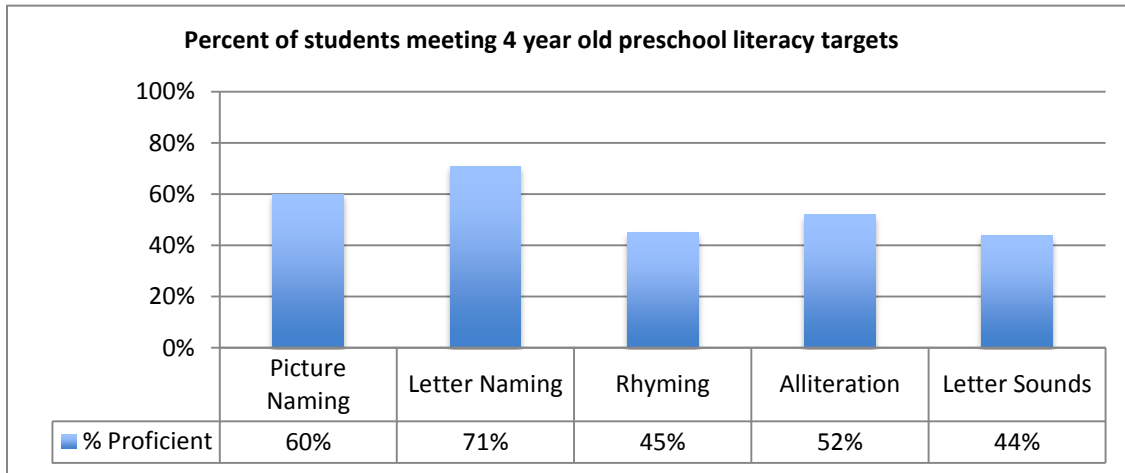
Goal D: Prepare students to be career and college ready continued.

The district gives the EXPLORE test to all students in the fall of 8th grade and the PLAN test to all students in the fall of 10th grade. The EXPLORE and PLAN measure college readiness as determined by ACT in four areas: reading, english, math and science. The results for 2014 are summarized in the chart below.



Goal E: Deliver high impact early learning opportunities.

The district offers a variety of early learning programs through community education and for students that qualify for early childhood special education. A key program we offer is our community preschool for four year olds. This program is offered at Mendota, Pilot Knob and Friendly Hills. In the 2013-2014 school year we had 62 students participate in community preschool.



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

Our work in Goal F focused on hybrid/online courses at Henry Sibley. In the 2013-2014 school year, four hybrid courses were offered to students. The goal is to expand this until students have an opportunity to take a hybrid course in any content area.

Hybrid Courses	Course Enrollment
Interior Design	51
Health	64
Economics	27
On Your Own	26
Total Number of Enrollments	176
Total Number of Students (Not duplicated)	168

The Strategic Implementation Plan: Creating the World’s Best Workforce will be adjusted annually through the review of action plans. Actions plans should be considered dynamic aspects of the plan. In particular, the ability to implement the action plans will be subject to availability of resources, which will need to be evaluated annually as part of the overall budgeting process. Additionally, annual achievement will be analyzed and adjustments to action plans will be made based on an annual needs assessment.