



School District 622 World's Best Workforce Report 2018-2019 School Year

School District 622's World's Best Workforce (WBWF) plan is a multi-year strategic roadmap leading to continuous school improvement within District 622. This plan engages multiple stakeholders, including community members, School Board Officials, and educational professionals with an opportunity to direct District 622's work to ensure: (a) all children are ready for school, (b) all third-graders can read at grade level, (c) all racial and economic achievement gaps between students are closed, (d) all students attain college and career readiness, and (e) all students graduate from high school. The World's Best Workforce legislation provides guidelines and a framework to support students on the learning continuum from preschool to preparedness for post-secondary options.

Points of Pride

- Four ISD 622 teachers nominated for Minnesota Teacher of the Year
- Continued closure of the achievement gap for kindergarten students
- 100% of our elementary schools are *meeting expectations* or **beating the odds**, as highlighted in the Star Tribune
- Tartan High School recognized as performing within the top 96% of **best** high schools in the state of Minnesota; #35 out of 853 in Minnesota (US News and World Report, 2019)
- Over 90% of our families feel welcomed in District 622's schools and believe that school staff make themselves available
- Skyview Middle School and John Glenn Middle School selected as **AVID National Demonstration Sites**

KINDERGARTEN READINESS

3RD GRADE READING

8TH GRADE MATH

ACHIEVEMENT FOR ALL STUDENTS

COLLEGE & CAREER READINESS

GRADUATION

NAVIGATING LEARNING PATHWAYS & ADDRESSING REAL-WORLD CHALLENGES



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

DISTRICT 622 STRATEGIC PLAN



OUR MISSION

We commit each day to develop and empower lifelong learners who thrive in diverse communities.

CORE VALUES

We believe that:

- Strong communities are inclusive and value diversity
- Trust and transparency are essential to healthy and enduring relationships
- Continuous learning and service to others are imperative to individual and community progress
- Individuals learn and thrive through connections in a safe, caring, and supportive environment
- Every individual has incredible potential and equal intrinsic value
- High expectations with appropriate supports result in growth
- School, family, and community partnerships enhance and support learning

MISSION OUTCOMES

- Each learner will use creativity, critical thinking, and intercultural competence to address real world challenges
- Each learner will develop and embrace their identity, strengths, interests, and self-advocacy skills to actively navigate their learning pathway
- All students are ready for kindergarten
- All third grade students are proficient readers
- All eighth grade students are proficient mathematicians
- All students graduate from high school
- All students attain college and career readiness
- Close achievement gaps for all student groups

STRATEGIES



We will engage our internal and external community to help us achieve our mission and mission outcomes.



We will develop and enhance community partnerships that support our mission and align with our core values.



We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes.



We will build competitive 622 E-12 pathways that prepare all students for post-secondary outcomes.



EXECUTIVE SUMMARY

2018-2019



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow

Note: FastBridge is a universal assessment tool used to measure student performance across the district. The data is used to examine our instructional effectiveness to identify student performance and progress, as well as address systemic issues.

KINDERGARTEN READINESS

LITERACY GOAL: Increase percentage of students ready for kindergarten to 38%

RESULT: 56%, exceeded goal

BASED ON: Fastbridge earlyReading

MATH GOAL: Increase the percentage of students ready for kindergarten to 38%

RESULT: 64%, exceeded goal

BASED ON: Fastbridge earlyMath

Goal 38%

56%

64%

Literacy

Math

3RD GRADE READING

Goal 66%

GOAL: Increase reading proficiency to 65% of all 3rd graders

RESULT: 60.2%

BASED ON: Fastbridge aReading

60.2%

8TH GRADE MATH

GOAL: Increase math proficiency to 65% of all 8th graders

RESULT: 66%, exceeded goal

BASED ON: Fastbridge aMath

Goal 65%

66%

GRADUATION

GOAL: 90% graduation rate for every student group by 2025

RESULT: 100% of student groups made positive gains toward 90% by 2025

BASED ON: Minnesota Department of Education State Report Card

Goal 80%

84.5%

COLLEGE & CAREER READINESS

BASLINE DATA: 48%

RESULT: 52%

BASED ON: College Credit earned in High School

Goal 53%

52%

ACHIEVEMENT FOR ALL STUDENTS

GOAL: Minnesota Comprehensive Assessment (MCA) math and reading proficiency at 85% for every student group by 2025

RESULT: 83% of student groups made progress toward 85% proficiency

Goal 60%

54.2%

All Students

Goal 58%

52.4%

Asian

Goal 52%

45.2%

Hispanic

Goal 50%

43.1%

Black

Goal 68%

64.9%

White

Goal 55%

49.1%

Multi-Racial



KINDERGARTEN READINESS

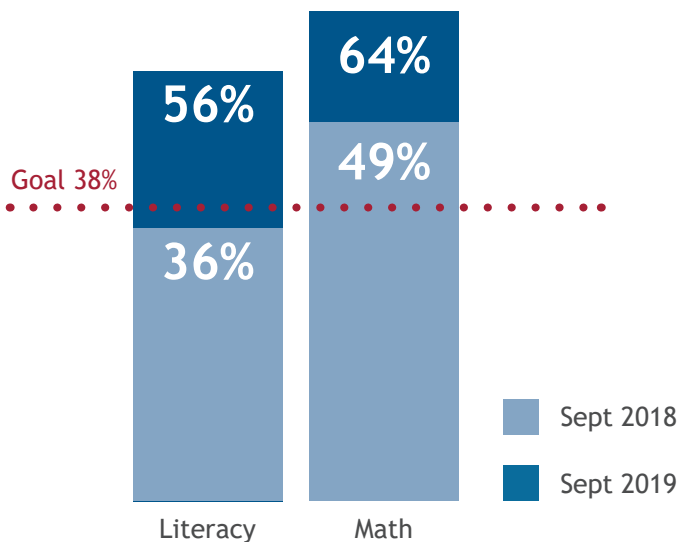


Kindergarten readiness is a common set of developmentally appropriate expectations for children entering kindergarten. District 622 supports and responds to all children's individual needs within a context of shared responsibility for our students in the areas of: (a) social-emotional, (b) physical, (c) language/literacy, (d) math, and (e) cognitive/self-help.

GOAL FOR SCHOOL YEAR 2018-2019

Preschool programs will increase the percentage of all students ready for kindergarten as indicated by both the FastBridge Learning earlyReading and earlyMath assessment composite scores by 5 percentage points, increasing from 33% in September of 2018 to 38% in September of 2019.

PROGRESS TOWARD GOAL (RESULTS)



WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Continued expansion of preschool programming for improved accessibility for all families
- More strategically identified the social-emotional needs of our students through the implementation of the TS Gold assessment
- Created vertical alignment in the development of K-2 curriculum maps with an emphasis on phonemic awareness and phonics instruction
- Implemented updated math curriculum to improve students' attainment of standards-based instruction
- Expanded parents' accessibility to collaborative opportunities to engage with their children's learning
- Immersed our Pre-K students in a Classroom Engagement Model (CEM), which engages all children through embedded learning opportunities driven by research-based instructional practices, while teaming and collaborating with all stakeholders
- Implemented an evidence-based approach to providing an array of classroom structures and behavior management strategies that teachers can use to turn everyday situations into learning opportunities
- Implementation of Second Step program to support students' social-emotional learning and self-regulatory skills



3RD GRADE READING



Within District 622, we recognize that all academic areas are essential for learning; however, the development of our students' literacy skills is the foundation for which students' knowledge is built upon. When third grade students are reading on grade level, research reveals they attain a greater level of academic success, are more likely to graduate on time, and have a greater range of post-secondary opportunities.

GOAL FOR SCHOOL YEAR 2018-2019

District 622 students will increase proficiency on the FastBridge aReading assessment, a measure of broad grade-level reading skills, from 60% of 3rd grade students at or above grade-level benchmark in spring of 2018 to 66% in the spring of 2019.

PROGRESS TOWARD GOAL (RESULTS)

Goal 66%

60.4%
60.2%

2017-2018
2018-2019

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Effective implementation of Multi-Tiered Systems of Support (MTSS) Framework
 - Analyzed student data with collaborative teams to drive instruction
 - Supported core instruction by providing students intervention and enrichment support through "WIN" time
- Improved curriculum implementation of *Teacher's College Reading and Writing Project* through increased professional development, with an emphasis on vertical alignment
- Updated elementary school libraries with new, culturally relevant texts to increase student motivation and reading engagement



8TH GRADE MATH

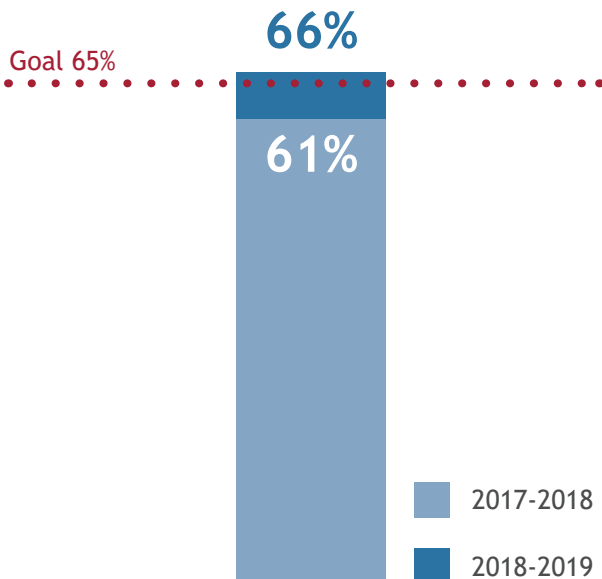


Through research, District 622 emphasizes the critical role that mathematics has on graduation patterns. Long term math achievement positively affects students' career goals above and beyond their overall academic achievement (Renaissance, 2017).

GOAL FOR SCHOOL YEAR 2018-2019

District 622 students will increase proficiency on the FastBridge aMath assessment, a measure of broad grade-level math skills, from 61% of 8th grade students at or above grade-level benchmark in spring of 2018 to 65% in the spring of 2019.

PROGRESS TOWARD GOAL (RESULTS)



WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Full implementation of updated math curriculum for K-5 (*piloted 2017-2018*), supporting the development of students' foundational skills prior to 8th grade math
- Continued to provide competitive Math Masters program at every elementary school
- Ensured fidelity of standards-based instruction through full implementation of NWEA MAP assessment
- Developed an improved framework with collaborative teams to align instruction to math standards



ACHIEVEMENT FOR ALL STUDENTS



District 622 is committed to ensuring high expectations for **all** students' learning, and engaging in collaboration with **all** stakeholders in the process of **continuous** improvement based on data and research. District 622 holds as a core value the belief that strong communities are inclusive and value diversity. We know that our 622 community is stronger because of the many different stories and backgrounds represented by our students and families, including our immigrant and refugee community. We also believe that individuals learn and thrive in a safe, caring, and supportive environment. In times of uncertainty, we are guided by our mission statement that declares "We commit each day to ensuring the safety and development of all our students, without regard to race, color, gender identity, immigration status, or national origin."

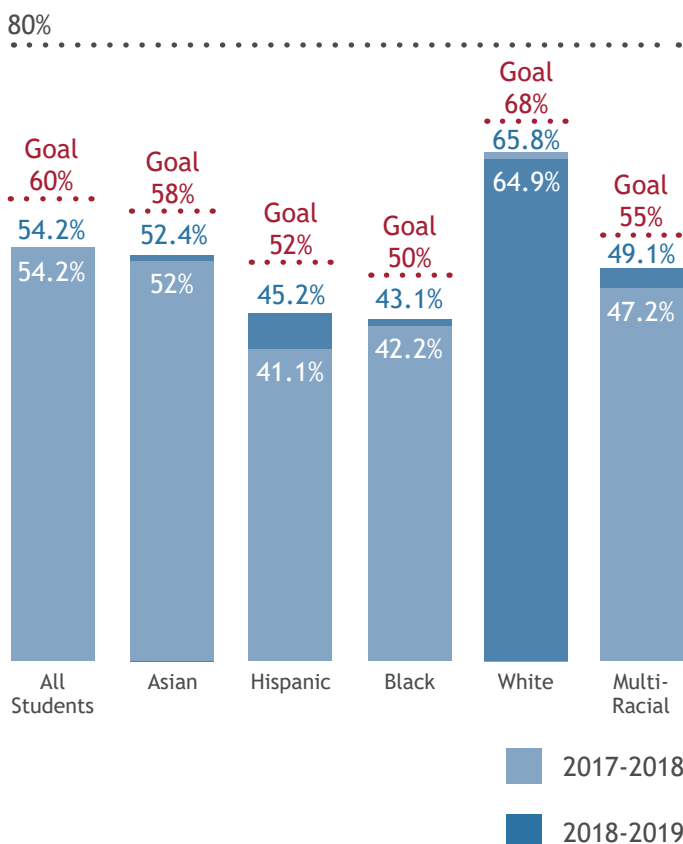
GOAL FOR SCHOOL YEAR 2018-2019

During the 2018-2019 school year, 100% of District 622's student groups will increase their reading proficiency incrementally (1% to 6%) as measured by the Minnesota Comprehensive Assessment (MCA) to attain 80% proficiency for each student group by 2022. Goal targets were derived by the required amount of growth from 2018 to 2022 for each student racial/ethnic group, then divided by the number of years to 2022. See Appendix A on page 14 for a table showing current achievement targets.

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Hosted Freedom Schools, a six-week, culturally relevant, K-5 summer reading program to prevent summer learning loss; 96% of Freedom Schools participants did not experience summer slide
- Expanded students' accessibility of culturally authentic books for all school sites
- Administered career inventories to students in eighth grade to give them information about possible careers based on their skills, talents and interests
- Continued our AVID programming, which prepares our students for college readiness and provides support designed to help develop the skills needed to be successful in college
- Offered families and students a "FAFSA Night" to help in the completion of financial aid forms
- Added high school elective options in reading and math to ensure students do not have to take remedial level courses in college, preparing students for college, credit-bearing coursework in college

PROGRESS TOWARD GOAL (RESULTS)



COLLEGE & CAREER READINESS



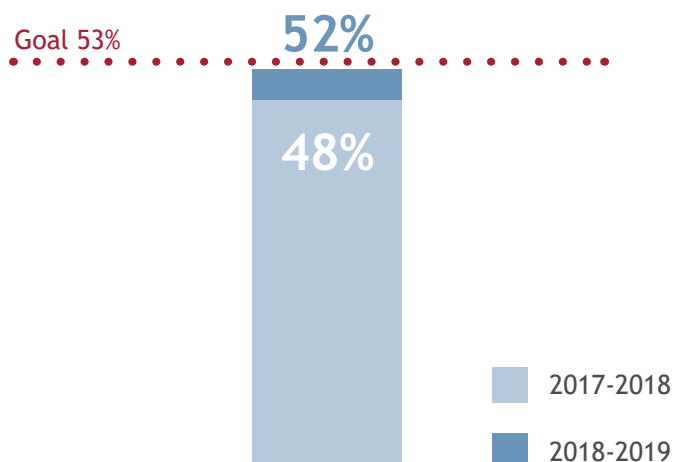
College-and-career-ready students are individuals whom have the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to continue learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career (MDE, 2019). District 622 strives to engage *all* students in post-secondary planning and exploration, academically challenging coursework, advanced opportunities, and post-secondary experience while still in school.

A key measure is the percentage of graduating seniors who leave District 622 with at least one college-credit-bearing experience, including earning college credit directly through participation in College in the Schools (CIS) or by examination for a multilingual seal, or earning a score of 3 or above on an Advanced Placement (AP) test, a score used by many colleges and universities to determine earned credit.

GOAL FOR SCHOOL YEAR 2018-2019

The percentage of seniors successfully completing a college-credit-bearing course (defined as a grade of C or higher in a college-credit-bearing course, an Advanced Placement (AP) test score of 3 or higher, or college credit earned by examination for the multilingual seal) will increase from 48% to 53%.

PROGRESS TOWARD GOAL (RESULTS)



WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Created greater opportunity for students to prepare for college through College Possible, which emphasizes ACT Prep, completion of college applications, resume building, and cover letter writing
- Offered families and students a “FAFSA Night” to help in the completion of financial aid forms
- Developed an ongoing partnership with Trio/Upward Bound to create a seamless transition into college through academic support, college visits, and summer residencies
- Designed career field pathways that link high school courses and experiences directly to career and post-secondary goals
- Added high school elective options in reading and math to ensure students do not have to take remedial level courses in college, preparing students for college, credit-bearing coursework in college



GRADUATION



The high school diploma provides a foundation for future success as students leave school to enter the workforce or pursue higher education. While many students choose careers that require additional education, those who elect to join the workforce directly out of high school are more likely to find greater opportunities and higher earnings with a high school diploma.

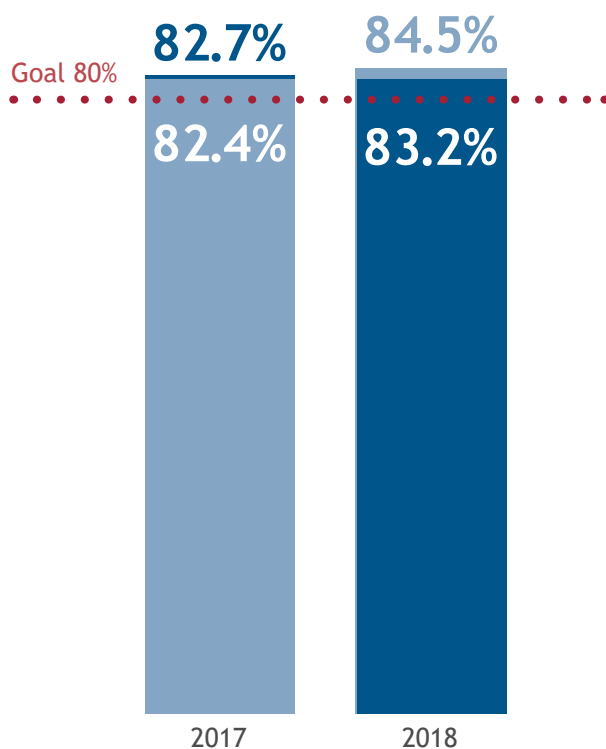
GOAL FOR SCHOOL YEAR 2018-2019

The 4-year high school graduation rate for every student group will increase, with no individual group below an 80% graduation rate by 2022. See Appendix B on page 14 for a table showing current graduation rates and targets. This goal was revised during the 2019-2020 school year with the support of the Advisory Committee and aligns with District 622 Achievement and Integration goals.

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Increased students' accessibility to credit recovery
- Increased college partnerships, providing students with real-life experiences from area colleges
- Increased students' advancement to College in the Schools (CIS) programming
- Offered a wide variety of AP coursework to students to earn college credits
- Continued our AVID programming, preparing students for college readiness and providing support to help develop skills for success in college
- Prepare our students into becoming emerging leaders and entrepreneurs in marketing, finance, and business through Distributive Education Clubs of America.
- Administered career inventories to students in eighth grade for information about possible careers based on their skills, talents and interests

PROGRESS TOWARD GOAL (RESULTS)



North St. Paul-Maplewood-Oakdale Public School District Graduation Rate

Statewide Graduation Rate



NAVIGATING LEARNING PATHWAYS & ADDRESSING REAL-WORLD CHALLENGES



In addition to the data in this World's Best Workforce Report, we also have two mission outcomes which address real-world problem-solving and navigation of learning pathways:

Each learner will use creativity, critical thinking, and intercultural competence to address real world challenges.

Each learner will develop and embrace their identity, strengths, interests, and self-advocacy skills to actively navigate their learning pathway.

WE ARE TAKING THESE ACTIONS TOWARD OUR GOAL

During the spring and summer of 2018, a team of teachers at each grade level K-5 planned and developed a Project-Based Learning Unit under the guidance of School District 622 Teaching and Learning staff. Those teachers piloted the new units in their classroom during the 2018-19 school year, and will use their experience to refine the units and create assessment tools aligned to the Learner Profile.

BEYOND SUBJECT AREA STANDARDS

21ST CENTURY SKILLS



Service Learning and Community Engagement

In support of our strategic plan, we continue to support service learning and community engagement at all grade levels. These efforts include but are not limited to: the annual Relay for Life organized by high school students, monthly food and household markets for families in need coordinated by middle school students, and our elementary students engage through multiple project-based service learning units throughout the year.

ACHIEVEMENT & INTEGRATION GOALS



School District 622's school improvement process consists of each school conducting a needs analysis to determine the World's Best Workforce plan elements on which to focus.

School District 622's improvement plans include the Achievement and Integration Plan, which describes goals to reach by 2020, aligned with World's Best Workforce Plan areas: reducing race-based gaps in MCA reading scores to 11 percentage points or less and increasing the high school graduation rates for students of color by at least 5 percentage points annually, with no individual group below 70 percent. Additionally, improvement plans may align with the goal to reduce race-based disproportionality in discipline referrals. The mission outcomes from the District 622 Strategic Plan mirror the goals of the World's Best Workforce as well as stating that all eighth grade students are proficient mathematicians.

GOAL #1

By 2020, the district will reduce its race-based gaps on MCA III Reading scores to 11 percentage points or less at each tested grade level.

ALIGNS WITH WBWF AREA

All racial and economic achievement gaps between students are closed.

OBJECTIVE 1.1

In grades K-5, develop students' ability to identify strengths and weaknesses by engaging students in standards-based instruction, remediation, or enrichment.

OBJECTIVE 1.2

In grades 6-12, provide structure for students to set goals and create plans to achieve their goals by engaging students in consistent building-wide expectations, strategies, and practices.

GOAL #2

By 2020, the 4-year high school graduation rates for students of color will increase by at least 5 percentage points, with no racial sub-group below a 70 percent graduation rate.

ALIGNS WITH WBWF AREA

All students graduate from high school.

OBJECTIVE 2.1

In grades 9-12 in High School, foster learning environments where students use skills from multiple subject areas to address challenges at the individual and system level via college and career pathways.

GOAL #3

By 2020, the percentage of district-wide discipline referrals for Black students will be within four percentage points of the percentage of Black student enrollment district-wide.

ALIGNS WITH WBWF AREA

All racial and economic achievement gaps between students are closed.

OBJECTIVE 3.1

Prior to the start of each school year, refine district-wide staff development with a focus on cultural and linguistic responsiveness, student engagement, understanding diverse learners, and growth mindsets by prioritizing the needs of the learning community.

2018-2019 COMMITTEE



2018-2019 622 Advisory Committee World's Best Workforce Committee

Theresa Augé
School Board Member

Tricia Hughes
Director of Student Services

Peter Mau
Director of Teaching and Learning

Khrisslyn Goodman
Assessment Coordinator

Heidi Leigh
*Elementary and Secondary
Curriculum Coordinator*

Wayne Felton
Equity Coordinator

Pangjua Xiong
Principal, Weaver Elementary School

Greg Nelson
Principal, North High School

Ty Thompson
Principal, Tartan High School

Jill Miklausich
Principal, John Glenn Middle School

Emily Galle-From
Teacher, Richardson Elementary School

Scott Lotze
Teacher, Tartan High School

Adam Ghormley
Teacher, John Glenn Middle School

Meg Williams
Parent, Carver Elementary School

Trudi Albert
Parent, Carver Elementary School

Brooke Thrall
Parent, Castle Elementary School

Rachael Bucholz
Parent, Castle Elementary School

Kelly Buser
Parent, John Glenn Middle School

Sophia Vuelo
Parent, John Glenn Middle School

Kristi Wanstrom
Parent, John Glenn Middle School

Gina Kuchenmeister
*Parent, John Glenn Middle School and
North High School*

Yeng April Lee-Xiong
Parent, Maplewood Middle School

Cedric Long
Parent, North High School

Jason Stenman
Parent, North High School

Richard (Mort) Warzeka
Parent, North High School

Sarah Fossen
Parent, Oakdale Elementary School

Jenny Nyberg
Parent, Richardson Elementary School

Zang Vang-Lee
*Parent, Skyview Elementary and
Skyview Middle School*

Sue Kremer
Parent, Tartan High School

Bee Vang-Moua
Parent, Weaver Elementary School

Andrew Nessel
Community Representative

Aishat Adedayo
Student, North High School

Geneve Her
Student, North High School

Sara Omar
Student, North High School

Htoo Poe
Student, North High School

Karolyn Duke
Student, Tartan High School

Andrew Gustafson
Student, Tartan High School

Trey Moore
Student, Tartan High School



GOALS FOR SCHOOL YEAR 2019-2020



KINDERGARTEN READINESS—LITERACY

Preschool programs will increase the percentage of all students ready for kindergarten as indicated by the FastBridge Learning earlyReading assessment composite score by 3 percentage points, increasing from 56% in September of 2019 to 59% in September of 2020.



KINDERGARTEN READINESS—MATH

Preschool programs will increase the percentage of all students ready for kindergarten as indicated by the FastBridge Learning earlyMath assessment composite score by 3 percentage points, increasing from 64% in September of 2019 to 67% in September of 2020.



3RD GRADE READING

District 622 students will increase proficiency on the FastBridge aReading assessment, a measure of broad grade-level reading skills, from 60.2% of 3rd grade students at or above grade-level benchmark in spring of 2019 to 65.1% in the spring of 2020.



8TH GRADE MATH

District 622's 8th grade students will increase proficiency on the NWEA MAP assessment, a measure of students' math growth and skill mastery, baseline data for fall 2019 reflected 60% proficiency.

ACHIEVEMENT FOR ALL STUDENTS

District 622's student groups will increase proficiency on the 2020 Minnesota Comprehensive Assessment for Reading. All student groups will achieve 85% proficiency, thereby eliminating the gap in achievement. *Annual goal attainment is derived by determining the required amount of growth from 2019 to 2025 for every student racial/ethnic group to score at 85% proficiency and dividing by the number of years until 2025.*



COLLEGE & CAREER READINESS

The percentage of seniors successfully completing a college-credit-bearing course (*defined as a College in the Schools (CIS) grade of C or higher, an Advanced Placement (AP) test score of 3 or higher, concurrent enrollment credit granted, or college credit earned by examination for the multilingual seal*) will increase from 51% to 57.5%.



GRADUATION

The 4-year high school graduation rate for every student group will increase incrementally, anywhere from 1-5%; with no individual group below a 90 percent graduation rate by 2025.



APPENDIX



APPENDIX A: CLOSING THE ACHIEVEMENT GAP

Academic Year	All Students	Asian	Hispanic	Black	White	Multi-Racial
2019-2020	60%	58%	52%	50%	68%	55%
2020-2021	66%	63%	58%	57%	72%	61%
2021-2022	72%	69%	65%	64%	75%	67%
2022-2023	78%	74%	72%	71%	79%	73%
2023-2024	84%	79%	78%	78%	82%	79%
2024-2025	90%	85%	85%	85%	85%	85%

Closing the Achievement Gap for all students 85% by 2025

APPENDIX B: GRADUATION RATE TARGETS AND GOALS

	American Indian	Asian	Hispanic	Black	White	District
2019	69%	83%	62%	63%	87%	78%
2020	73%	84%	67%	68%	88%	80%
2021	76%	85%	71%	72%	88%	82%
2022	80%	87%	76%	77%	89%	84%
2023	83%	88%	81%	81%	89%	86%
2024	87%	89%	85%	86%	90%	88%
2025	90%	90%	90%	90%	90%	90%

Graduation rates based on student groups: attaining 90% by 2025

