

# World's Best Work Force in School District 622



## School District 622 World's Best Workforce Report

### 2016-2017 School Year

School District 622's World's Best Workforce plan is a part of the continuous school improvement process that provides the School District 622 community an opportunity to learn and provide feedback about district and school site goals for instruction and student achievement for all student groups. The World's Best Workforce legislation provides a structure and guidelines to support students from early learning to college and career readiness. There are five key components which frame the student learning continuum from preschool to preparedness for post-secondary options.

### Points of Pride

- Carver Elementary received the Minnesota's Future Award for an unprecedented 2<sup>nd</sup> year from the MN Business Partnership. The award recognizes schools which are closing the achievement gap.
- District 622 elementary Minnesota Comprehensive Assessment (MCA) growth among high achievers in Math exceeds those of students in neighboring districts (Mahtomedi, Roseville, South Washington County and Stillwater).
- John Glenn Middle School is a national Advancement via Individual Determination (AVID) demonstration site, serving as a resource for schools across the country. All District 622 secondary schools offer AVID.
- A total of 1,305 National College Board Advanced Placement (AP) exams were taken by 879 North and Tartan students.
- During the 2016-2017 school year, over 65% of seniors completed a college credit bearing course earning well over 2,700 credits and saving families over \$1.26 million in tuition costs.



# 1) Kindergarten Ready

Participation in high-quality early learning programs will provide all children with the foundation for school success. Investments in early learning programs help prevent achievement gaps before they start.

## Goal for School Year 2016-2017:

District 622 Preschool programs will increase the percentage of students ready for Kindergarten as indicated by the FastBridge Learning earlyReading assessment composite score by 5 percentage points, increasing from 48% in September of 2016 to 53% in September of 2017.

## We took these actions toward our goal:

- Ensured high levels of rigor aligned to Kindergarten-ready standards
  - District 622 established Early Childhood as a Subject Area Committee (SAC). One of the Preschool instructors served on the district wide Curriculum Coordinating Council (CCC), and led the Early Learning SAC which was responsible for selecting the current assessment tool, TeachingStrategies Gold.
  - In response to a dramatic increase in early learning staff due to program expansion over the past two years, structures were put in place to ensure that new staff are able to effectively collaborate. These collaborative teams are role-diverse: Preschool and Early Childhood Special Education instructors work together.

## Progress toward goal 2016-2017:

### District 622 Preschool Students' Readiness for Kindergarten Based on Kindergarten Entry Reading Composite Score



The percentage of Kindergarten students who attended District 622 Preschool and scored at or above the reading benchmark when they entered Kindergarten held steady from 48% in the fall of 2016 to 47% in the fall of 2017.

We are purposefully serving more students at risk of not being ready for Kindergarten. Due to an increase in state funding for students at risk, District 622 significantly expanded its program. As a result, we were able to serve far more students at risk. Based on historical data, a decrease in the percentage of students on track is to be expected.



### Goal for School Year 2017-2018:

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 2017 to 38% in September of 2018. This goal was revised during the 2016-2017 school year with the support of the 622 Advisory Committee.

### We are taking these actions toward our goal:

- District 622 has expanded free Preschool options, resulting in more children and families served at two early learning centers (Beaver Lake and Gladstone) and six Preschool classrooms (Carver, Castle, Oakdale, Richardson, Weaver at Gladstone, and Webster).
- Introducing a Social-Emotional assessment for Preschool instructors to identify students with social and/or emotional difficulties and take action to support their needs.
- Focusing attention on the transition from Preschool to Kindergarten, such as surveying parents to better understand existing and needed programming for preparing students for school.
- Continuing work in role-diverse collaborative teams established in the 2016-2017 school year.

## 2) Third Grade Reading

While all academic areas are important, literacy skills form a critical gateway to students' future learning. Students who read at grade level by grade three are more likely to experience future academic success, graduate on-time from high school, and will have greater range of post-secondary opportunities.

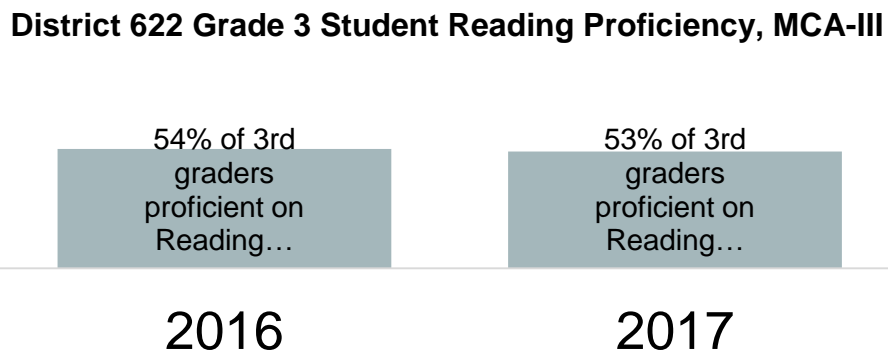
### Goal for School Year 2016-2017:

District 622 grade 3 students will increase proficiency on the MCA III state reading assessment by 5 percentage points, from 53.9% in 2016 to 58.9% in 2017.

### We took these actions toward our goal:

- Implemented a system of research-based interventions
  - Acquired materials to assist in class and small group interventions, targeted to identified needs.
  - Made robust intervention options available at all levels of need, including direct classroom support and additional outside of the classroom interventions.

### Progress toward goal 2016-2017:



In 2017, District 622 grade 3 student reading proficiency on the MCA-III was 53%.

### Goal for School Year 2017-2018:

District 622 students will increase proficiency (measured by the percentage of students meeting or exceeding “on track” benchmarks) on the FastBridge Learning reading assessment from grade 2 to grade 3 by 5 percentage points, increasing from 53% in the spring of 2017 as 2<sup>nd</sup> graders to 58% in the spring of 2018 as 3<sup>rd</sup> graders. This goal was revised during the 2016-2017 school year with the support of the 622 Advisory Committee.

### We are taking these actions toward our goal:

- Ensuring rigorous and effective curriculum is in place to meet the needs of learners.
  - Kindergarten teachers and instructional coaches clarified scope and sequence of Phonological Awareness and Letter Sounds, developed curriculum materials, and provided professional development to ensure early reading skills are met. Additional progress monitoring data will be collected during Fall 2017 to measure the impact of the implementation.
  - Transitioned K-5 classrooms to updated Reading Units of Study curriculum materials. Elementary collaborative teams were provided additional work time during the summer of 2017 as well as professional development in the fall of 2017.
- Revising the Read Well By Third Grade plan ([link](#)) provided clarity around district expectations for early literacy development.
  - Focusing on professional development and structural changes to improve small group instruction.
  - Supporting collaborative teams in the use of evidence to identify specific reading needs.
  - Instructional Coaches and Principals attendance at national level Reading Workshop training to deepen their expertise and support job embedded professional learning for teachers.

## 3) Eighth Grade Math **NEW!**

Students becoming proficient mathematicians by grade 8 is important benchmark which predicts success in high school math courses, part of high school graduation requirements, and on college entrance exams such as the ACT. This goal is one of our strategic plan mission outcomes which we are adding this year and therefore do not have previous goal information to report.

### Goal for School Year 2017-2018:

District 622 grade 8 students will increase proficiency (measured by the percentage of students meeting or exceeding “on track” benchmarks) on the FastBridge Learning math assessment by 5 percentage points, increasing from 58% in the spring of 2017 to 63% in the spring of 2018. This goal will be revised during the 2017-2018 school year with the support of the 622 Advisory Committee.

Progress toward this goal will be assessed by examining FBL math assessment scores from grade 6 (spring) to grade 7 (spring).

### We are taking these actions toward our goal:

- Piloting more rigorous elementary curriculum
- Math Subject Area Committee examining research and district data to reconsider course progression in middle and high school
- Additional Professional Development for math teachers with a focus on mathematical identities



## 4) Achievement Gap Closure

Success and opportunity are not reserved for certain segments of our population. Achievement is a strong predictor of future success. Gaps in opportunity and learning between groups of students eventually become gaps in opportunity and income between groups of adults. As District 622 continues to grow more diverse, narrowing these gaps becomes increasingly critical to the well-being of the community.

### Goal for School Year 2016-2017:

District 622 MCA III Reading proficiency rate gap, measured in percentage points, between White students and Students of Color will decrease from 19 in 2016 to 14 in 2017, and the widest gap will decrease by 8 percentage points, decreasing from 24 in 2016 to 16 in 2017.

### We took these actions toward our goal:

- Schools developed plans for closing opportunity gaps as part of Site Improvement Plans.
- Established data protocols for disaggregating data in collaborative teams.
- Cohorts were established for teachers to learn about and deepen their understanding of Culturally and Linguistically Responsive methods.
- Purchased culturally authentic books for school libraries.

### Progress toward goal 2016-2017:

District 622 Gap Size Comparison	Math		Reading	
	2016	2017	2016	2017
American Indian	24	21	12	19
Asian	8	4	12	14
Hispanic	26	28	24	25
Black	28	30	23	25
Multiracial	15	19	19	19
Students of Color	19	19	19	20
English Learners	26	28	36	36
Special Education	34	41	28	38
Free/Reduced Price Meals	27	27	26	25

School District 622 measures the achievement gap by comparing each student group's proportion of students meeting or exceeding proficiency on state accountability tests. For example, the achievement gap for Hispanic students is the difference between the proficiency rates of Hispanic and White student groups. The English Learner, Special Education, and Free/Reduced Lunch achievement gaps are the differences between students receiving these services and students not in these programs.

The past two years of information shown here indicate a leveling off of growth toward closing the achievement gap which was made in previous years.

### Goal for School Year 2017-2018:

Student groups within District 622 will increase their proficiency on the Reading portion of the MCA incrementally in 2018 with the goal of all student groups achieving at 80% proficiency by 2022, which also eliminates the gap in achievement. Goal and target numbers were derived by determining the required amount



of growth from 2017 to 2022 for every student racial/ethnic group to score at 80% proficiency and dividing by the number of years until 2022. See Appendix A for a table showing current achievement and targets. This goal was revised during the 2016-2017 school year with the support of the 622 Advisory Committee.

### **We are taking these actions toward our goal:**

- Establishment of the Culturally and Linguistically Responsive Summer Institute providing professional development to teachers, instructional coaches, and principals.
- Culturally responsive instructional strategies ensure that all students are welcomed in the classroom, Validate-Affirm-Build-Bridge.
- All Subject Area Committees are establishing content area goals to improve culturally responsive teaching practices and expand culturally relevant curriculum materials. Goals and measures will be shared with the 622 Advisory Committee this spring for feedback.
- Further implementation of the AVID Writing-Inquiry-Collaboration-Organization-Reading curriculum in grades 6-12.
- Piloting Freedom Schools, a six-week summer bridge reading program.
- Purchasing culturally authentic books for school libraries.
- To address Achievement & Integration goals of High School graduation and disproportionate student referrals, specialist positions added to work with a caseload of students throughout the year to build relationships and support.
- Designing a system of support for students who are not at college ready reading level in grade 10 and math in grade 11. This range of students is disproportionately students of color.
- Developing and refining how information is presented visually to teachers and administrators so that student and programmatic information can be understood and utilized to make changes to benefit students.

## **5) College and Career Ready**

College- and career- ready students are prepared for their next step after high school, whether that next step is a career, further career training, pursuit of a four-year college degree, or beyond. Readiness involves engaging students in post-secondary planning and exploration, rigorous coursework, advanced opportunities and post-secondary experience while still in school.

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

### **Goal for School Year 2016-2017:**

District 622 12<sup>th</sup> graders who take a college level course before graduating will increase from 61% in 2016 to 66% in 2017.

### **We took these actions toward our goal:**

- District 622 monitors rigor via participation and successful completion of advanced and college-level course work.
- Piloted college level developmental courses in partnership with Century College to ensure students are able to enter college without need for remediation.
- A Learner Profile was established from the Strategic Plan Mission Outcomes to define the characteristics of a District 622 graduate.



### Progress toward goal 2016-2017:

% of 622 12 <sup>th</sup> graders with at least one college credit bearing experience				
2013	2014	2015	2016	2017
41%	51%	53%	61%	65%

### Goal for School Year 2017-2018:

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 65% by 5 percentage points to 70%. This goal was revised during the 2016-2017 school year with the support of the 622 Advisory Committee.

### We are taking these actions toward our goal:

- Route 622 (competitive E-12 pathway) leadership team and sub-committees are designing career field pathways that link high school courses and experiences directly to career and postsecondary goals.
  - Designing a system of support for students who are not at college ready reading in grade 10 and math in grade 11, which are disproportionately students of color.
- Requiring intervention support for students below the 15th percentile on district norms which are disproportionately students of color.

## 6) 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 2016-2017:

District 622 4-year graduation rate will increase by 2.5 percentage points, increasing from 83.4% in 2015 to 85.9% in 2017.

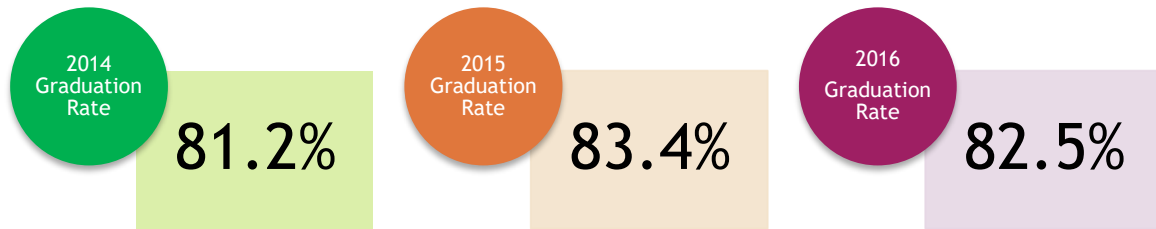
2016 graduation figures were released in February of 2017. To set the 2016-2017 school year goal, 2015 graduation data was used.

### We took these actions toward our goal:

- Set school improvement goals that monitor students in grades 6-12 who are at risk of not graduating on time.
- Support the academic success of freshmen identified as at-risk for on-time graduation through programs such as Polar Academy at North and FUEL at Tartan.
- Focus on instructional strategies that increase student engagement and ownership of learning. Provide academic interventions at all levels for struggling students.
- Provide behavior interventions at all levels for struggling students to ensure access to learning so that students can successfully complete courses.
- Utilize multiple structures for students to earn credit after unsuccessful completion of a course.



## Progress toward goal:



## Goal for School Year 2017-2018:

The 4-year high school graduation rate for every student group will increase, with no individual group below a 90 percent graduation rate by 2021. See Appendix B for a table showing current graduation rates and targets. This goal was revised during the 2016-2017 school year with the support of the Advisory Committee and aligns with District 622 Achievement & Integration goals.

## We are taking these actions toward our goal:

- As noted in the achievement gap goal, in a direct attempt to address Achievement and Integration goals of high school graduation and disproportionate student referrals, specialist positions added to work with a caseload model of students throughout the year to build relationships and support at a cultural level.
- District support is being provided to high schools to identify students who have left 622 and not enrolled in another school district. This data is available through MARSS reporting several times each year.
- Research shows that students who have a post-secondary plan for career or college are more likely to graduate. District 622 Pathway subcommittee will develop a Personal Learning Plan framework outlining activities and experiences that all students will complete in support of transition to postsecondary. Students will create the PLP no later than Grade 9, complete activities each year, and be reviewed by families.
- Developing and refining how information is presented visually to teachers and administrators so that student and programmatic information can be understood and utilized to make changes to benefit students.

## District 622 World's Best Workforce Goals

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

School District 622's improvement plans include the Achievement and Integration Plan which describes two 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. The mission outcomes from the District 622 Strategic Plan repeat the goals of the World's Best Workforce as well as stating that all eighth grade students are proficient mathematicians.





## Appendix A: Gap Reduction Targets and Goals

	Math					
	2017 Achievement	2018 Target	2019 Target	2020 Target	2021 Target	2022 Proficiency Goal
American Indian	47%	54%	60%	67%	73%	80%
Asian	64%	67%	70%	74%	77%	80%
Hispanic	40%	48%	56%	64%	72%	80%
Black	38%	46%	55%	63%	72%	80%
Multiracial	49%	55%	61%	68%	74%	80%
White	68%	70%	73%	75%	78%	80%

	Reading					
	2017 Achievement	2018 Target	2019 Target	2020 Target	2021 Target	2022 Proficiency Goal
American Indian	47%	54%	60%	67%	73%	80%
Asian	52%	58%	63%	69%	74%	80%
Hispanic	41%	49%	57%	64%	72%	80%
Black	41%	49%	57%	64%	72%	80%
Multiracial	47%	54%	60%	67%	73%	80%
White	66%	69%	72%	74%	77%	80%

## Appendix B: Graduation Rate Targets and Goals

	<b>2016</b>	<b>2017 Target</b>	<b>2018 Target</b>	<b>2019 Target</b>	<b>2020 Target</b>	<b>2021 Goal</b>
<b>Am Ind</b>	71%	75%	79%	82%	86%	90%
<b>Asian</b>	84%	85%	86%	88%	89%	90%
<b>Hispanic</b>	59%	65%	71%	78%	84%	90%
<b>Black</b>	73%	76%	80%	83%	87%	90%
<b>White</b>	88%	88%	89%	89%	90%	90%

## Appendix C: Staff Development

Staff Development goals in School District 622 are embedded in our strategic plan. Specifically, our district-level work is aligned to instructional practices that will contribute to the achievement of the mission outcomes as well as the implementation of strategy #3 (We will develop and enhance programs and practices that ensure engagement of our diverse learners to achieve our mission outcomes). In addition, each of our seventeen sites created an improvement plan for the 2017-2018 school year that aligns to the district strategic plan.

A significant amount of learning was done with teachers over the past year to support literacy in the elementary grades. First, an examination of assessment data revealed a weakness in our kindergarten curriculum and instruction regarding early literacy skills, especially the acquisition of letter names and letter sounds. With the support of the Teaching and Learning Department, teachers built and implemented a revamped and focused curriculum on letter sounds including a plan to monitor its success throughout the year. At the same time, an updated version of our literacy curriculum was released by the publisher, and instructional coaches have lead district-wide professional development and site-based planning to support the implementation of the new materials. Finally, representatives from each grade-level team in each building learned a process for using assessment data to determine level of need with their students and allocate resources accordingly for whole-class, small-group, or individual intervention. All of this work will enable our teachers to meet the needs of all their students.

Teacher at all levels have continued to develop their ability to engage diverse learners by going deeper with culturally responsive teaching. New teachers all received introductory training to get them up to speed on the work of Dr. Sharroky Hollie. Through our curriculum committee, secondary teachers engaged in reflection to make sure their curricular materials reflected their students. Many teachers also attended CLR Institute over the summer and CLR Swim Teams during the year, during which they deepened their own understanding and implementation of culturally and linguistically responsive teaching strategies

