



School District 622 WBWF Report 2017-2018 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 goals for instruction and 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

- Closing the achievement gap for Kindergarten students
- Tartan High School named a 2018 U.S. News Best High School in the state by U.S. News & World Report (#40 out of 576 in Minnesota)
- Eight schools recognized by the Minnesota Department of Education for being in the top five percent in the state for achievement in several areas
- Skyview Middle School and John Glenn Middle School recognized as AVID National Demonstration Sites
- Three teachers nominated for Teacher of the Year
- Millions of tuition dollars saved by families thanks to over 2,700 college credits earned by North and Tartan students
- 6 of 9 elementary schools named in the *Star Tribune* as beating the odds

KINDERGARTEN READINESS

3RD GRADE READING

8TH GRADE MATH

ACHIEVEMENT FOR
ALL STUDENTS

COLLEGE & CAREER READY

GRADUATION

NAVIGATING LEARNING
PATHWAYS & ADDRESSING
REAL-WORLD CHALLENGES



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow



EXECUTIVE SUMMARY

2017-2018



Goal 38%

KINDERGARTEN READINESS

34%

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

RESULT: 34%

BASED ON: Fastbridge earlyMath & earlyReading

3RD GRADE READING

GOAL: Increase reading proficiency to 58% of all 3rd graders

RESULT: 63%, goal exceeded

BASED ON: Fastbridge aReading

Goal 58%

63%

COLLEGE & CAREER READY

This goal was revised during the 2016-2017 school year and this figure represents the first year of data collected.

RESULT: 48%

BASED ON: College credit earned while in high school

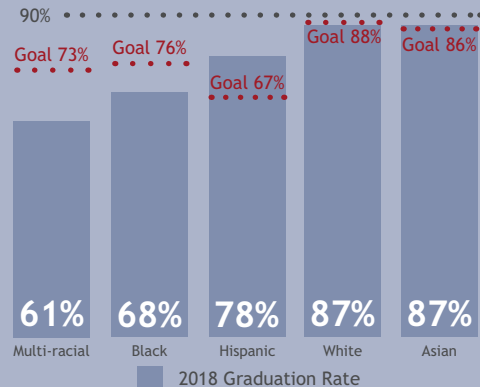
48%

Class of 2018
(first year of data)

GRADUATION

GOAL: 90% graduation rate for every student group by 2021

RESULT: 2017-2018 goal met by some student groups



Goal 63%

8TH GRADE MATH

GOAL: Increase math proficiency to 63% of all 8th graders

RESULT: 61%

BASED ON: Fastbridge aMath

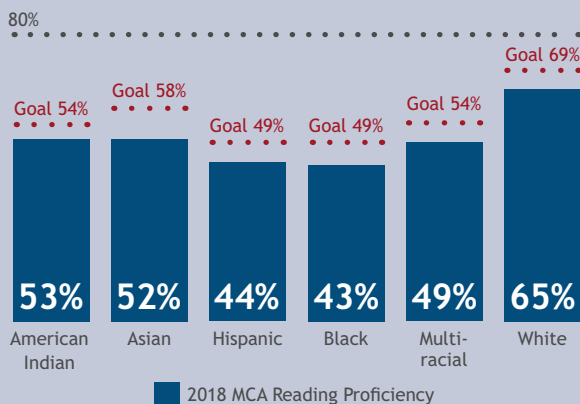
61%

ACHIEVEMENT FOR ALL STUDENTS

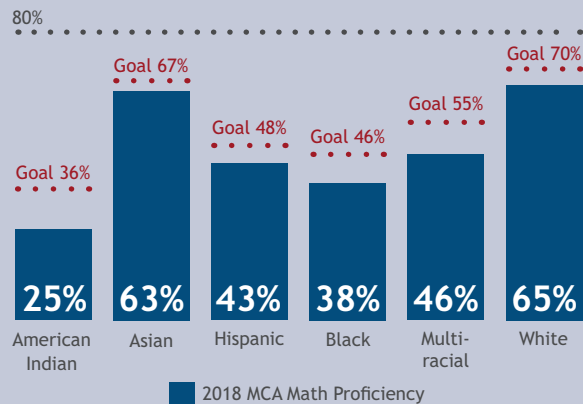
GOAL: MCA math and reading proficiency at 80% for every student group by 2022

RESULT: Progress toward goal made by many student groups

READING



MATH



School District 622

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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.

KINDERGARTEN READINESS

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 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 TOOK THESE ACTIONS TOWARD OUR GOAL

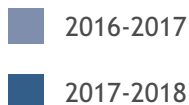
- Expanded free Preschool utilizing special funding through MDE so that more children and families are served
- Better supported social-emotional needs of students through implementation of a social-emotional assessment
- Enhanced the transition from Preschool to Kindergarten by surveying parents to better understand needed programming to prepare students for school
- Restructured preschool staff teams to include general education, Special Education and English Learner staff in the 2016-2017 school year to improve collaboration

PROGRESS TOWARD GOAL (RESULTS)

Goal 38%

36%

34%



3RD 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 a greater range of post-secondary opportunities.

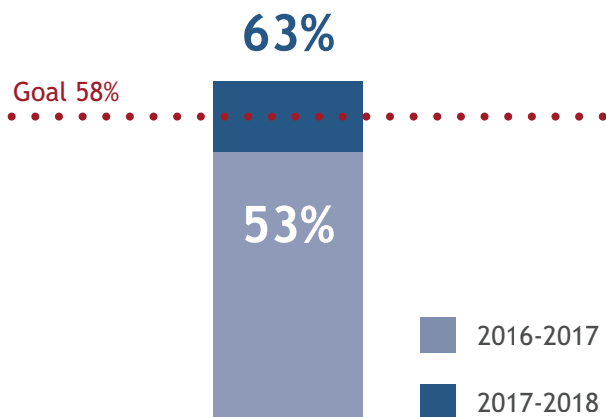
GOAL FOR SCHOOL YEAR 2017-2018

District 622 students will decrease risk on the FastBridge Learning reading assessment from grade 2 to grade 3 by 5 percentage points, increasing readiness for grade level skill development from 53% in the spring of 2017 as 2nd graders to 58% in the spring of 2018 as 3rd graders. This goal was revised during the 2016-2017 school year with the support of the 622 Advisory Committee.

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Refined Kindergarten early literacy curriculum resulting in significantly higher achievement for all learners
- Updated K-5 reading curriculum
- Trained instructional coaches and principals to provide professional development for teachers to improve small group instruction
- Supported teacher teams in the use of evidence to identify and support specific reading needs

PROGRESS TOWARD GOAL (RESULTS)



8TH GRADE MATH



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

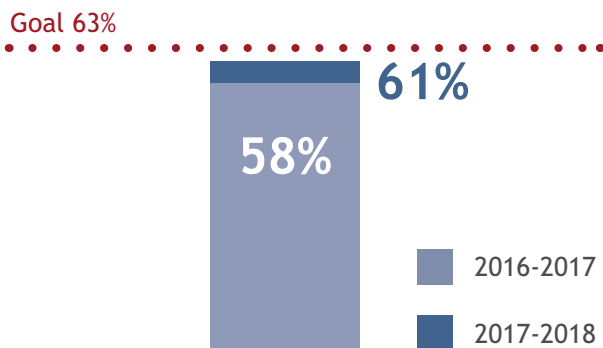
GOAL FOR SCHOOL YEAR 2017-2018

District 622 grade 8 students will decrease risk on the FastBridge Learning math assessment by 5 percentage points, increasing readiness for grade level skill development from 58% in the spring of 2017 to 63% in the spring of 2018.

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Piloted more rigorous elementary curriculum (full implementation in 2018-2019)
- Piloted new assessment to get data about how each student is progressing toward Minnesota math standards (full implementation in 2019-2020)
- Added professional development for math teachers with a focus on mathematical identities
- Founded competitive Math Masters teams at every elementary school

PROGRESS TOWARD GOAL (RESULTS)



ACHIEVEMENT FOR ALL STUDENTS

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



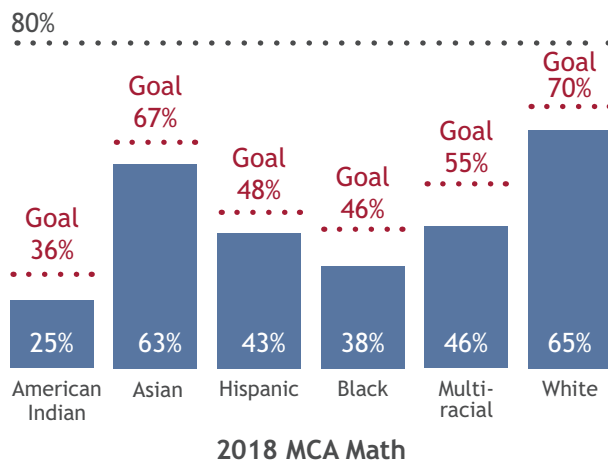
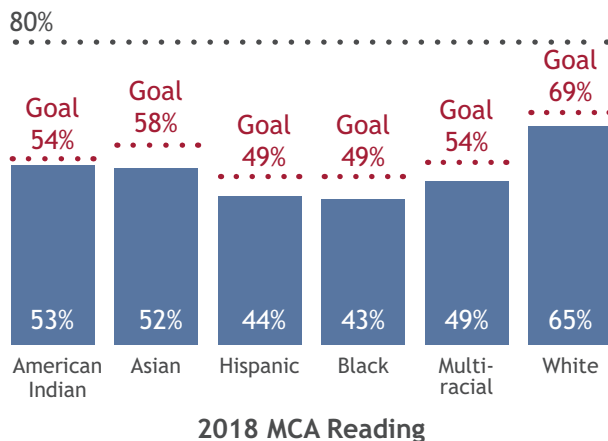
GOAL FOR SCHOOL YEAR 2017-2018

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, eliminating 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.

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Hosted Summer Institute for teachers, instructional coaches and principals, focused on culturally and linguistically responsive teaching and learning to create more welcoming classrooms for our students
- Subject Area Committees established content area goals to improve culturally responsive teaching practices and expand culturally relevant curriculum materials
- Completed implementation of the AVID Writing-Inquiry-Collaboration-Organization-Reading curriculum in grades 6-12
- Piloted Freedom Schools, a six-week, culturally relevant, summer reading program to prevent summer learning loss
- Added elective options in reading and math to ensure students do not have to take remedial level courses in college
- Provided additional staff support on a caseload basis to support student groups most at risk of not graduating
- Purchased culturally authentic books for all school libraries

PROGRESS TOWARD GOAL (RESULTS)



COLLEGE & 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 2017-2018

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. This goal was revised during the 2016-2017 school year and the result below illustrates the first year of data collected.

WE TOOK THESE ACTIONS TOWARD OUR GOAL

- Designed career field pathways that link high school courses and experiences directly to career and postsecondary goals
- Added elective options in reading and math to ensure students do not have to take remedial level courses in college
- Administered career inventories to students in 8th grade to give them information about possible careers based on their skills, talents and interests

PROGRESS TOWARD GOAL (RESULTS)

48%

Class of 2018
(first year of data)



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.

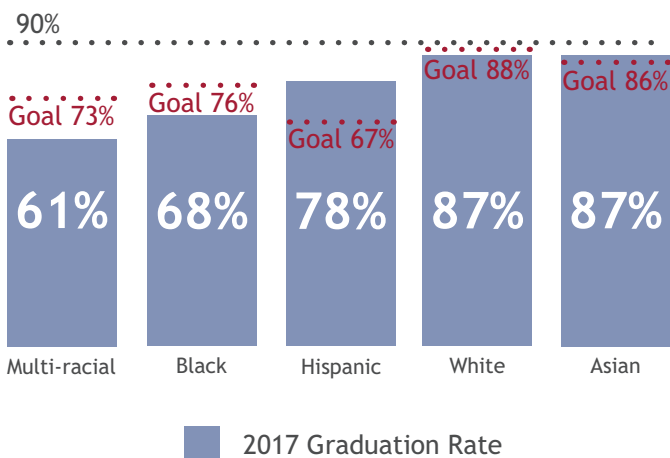
GOAL FOR SCHOOL YEAR 2017-2018

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 TOOK THESE ACTIONS TOWARD OUR GOAL

- Added elective options in reading and math to ensure students do not have to take remedial level courses in college
- Provided additional staff support on a caseload basis to support student groups most at risk of not graduating
- Utilized research showing that students who have a post-secondary plan for career or college are more likely to graduate to encourage career inventories taken by students in 8th grade to give them information about possible careers based on their skills, talents and interests
- Refined data systems to present information visually to teachers and administrators so that student and programmatic information can be understood and utilized to make changes which benefit students

PROGRESS TOWARD GOAL (RESULTS)



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. Those are:

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

and

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

BEYOND SUBJECT AREA STANDARDS

For students to be successful in life after school in the 21st Century, they need to possess several traits and skills.

Our District 622 Learner Profile captures these traits and skills.

THE LEARNER PROFILE ELEMENTS ARE:

- Creativity
- Critical thinking
- Communication
- Collaboration
- **Serving others**
- Self-awareness
- Self-direction
- Working across difference

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 will pilot those units in their classroom during the 2018-19 school year, and use their experience to refine the units and create assessment tools aligned to the Learner Profile.

Those units will then be implemented in all K-5 classrooms in the 2019-20 school year. As a results, all students will have at least one experience explicitly aligned to the these mission outcomes during their elementary years and we will be able to begin collecting evidence to inform our work in this area. The same process of assembling teams, writing units, piloting units, and finally implementing units, will eventually be done in middle school and high school.

Serving others

Service to others is one of the skills we have ramped up the last couple of years as a result of our strategic plan.

In addition to a long standing tradition of North and Tartan students organizing Relay for Life events, middle school students help run a food and household item market for families in need each month. Some elementary students are engaged in project-based learning units that involve service to the school or community.

ACHIEVEMENT & INTEGRATION 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 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, to 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, to 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 HS, to 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, to refine district-wide staff development for a focus on cultural and linguistic responsiveness, student engagement, understanding diverse learners, and growth mindsets by prioritizing the needs of the learning community.

2017-2018 COMMITTEE



2017-2018 622 Advisory Committee World's Best Workforce Committee

Khrisslyn Goodman
Assessment Coordinator

Andrew Nessel
Community and Higher Education Representative

Penny Baker
Curriculum Coordinator

Tricia Hughes
Director of Student Services

Peter Mau
Director of Teaching and Learning

Bee Kong
Equity Coordinator

Ben Jarman
Parent, Cowern Elementary School

Sarah Campbell
Parent, Eagle Point Elementary School

Sabine Fritz
Parent, John Glenn Middle School

Kay Honsa
Parent, John Glenn Middle School

Cedric Long
Parent, North High School and Local Business Representative

Sheena Sims
Parent, North High School and Local Business Representative

Amy Stenman
Parent, North High School

Jason Stenman
Parent, North High School

Amanda Rodriguez
Parent, Richardson Elementary School

Becky Ash
Parent, Skyview Elementary School

Zang Vang-Lee
Parent, Skyview Elementary and Middle School

Maria Fornos
Parent, Skyview Middle School

Andrea Mathison
Parent, Skyview Middle School & Tartan High School

Sue Kremer
Parent, Tartan High School

Maiton Vang
Parent, Weaver Elementary School

Bridget Bruner
Principal, Castle Elementary School

Greg Nelson
Principal, North High School

Ty Thompson
Principal, Tartan High School

Jill Miklausich
Principal, John Glenn Middle School

Theresa Augé
School Board Member

Geneve Her
Student, North High School

Elizabeth Pardo
Student, North High School

Htoo Poe
Student, North High School

Sara Omar
Student, North High School

Trey Moore
Student, Tartan High School

Emily Galle-From
Teacher, Richardson Elementary School

Scott Lotze
Teacher, Tartan High School

Adam Ghormley
Teacher, John Glenn Middle School



GOALS FOR SCHOOL YEAR 2018-2019



KINDERGARTEN READINESS

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 36.5% in September of 2019.



3RD GRADE READING

District 622 students will decrease risk on the FastBridge Learning reading assessment from grade 2 to grade 3 by 5 percentage points, increasing readiness for grade level skill development from 60% in the spring of 2018 as 2nd graders to 66% in the spring of 2019 as 3rd graders.



8TH GRADE MATH

District 622 grade 8 students will decrease risk on the FastBridge Learning math assessment by 5 percentage points, increasing readiness for grade level skill development from 61% in the spring of 2018 to 65% in the spring of 2019.



ACHIEVEMENT FOR ALL STUDENTS

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, 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.



COLLEGE & CAREER READY

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 48% by 5 percentage points to 53%.



GRADUATION

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. 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.





APPENDIX A: GAP REDUCTION TARGETS AND GOALS

MATH	2017 Achievement	2018 Target	2019 Target	2020 Target	2021 Target	2022 Proficiency Goal
American Indian	25%	36%	47%	58%	69%	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

	2016	2017 Target	2018 Target	2019 Target	2020 Target	2021 Goal
American Indian	71%	75%	79%	82%	86%	90%
Asian	84%	85%	86%	88%	89%	90%
Hispanic	59%	65%	71%	78%	84%	90%
Black	73%	76%	80%	83%	87%	90%
White	88%	88%	89%	89%	90%	90%