World’s Best Workforce
SPPS Annual Report

Regular Board of Education Meeting
November 17, 2015
Purpose

The purpose of this presentation is to present SPPS’s World’s Best Workforce Annual Report for school year 2014-15 for approval by the School Board.
World’s Best Workforce

• The World’s Best Workforce (WBWF) Plan is required by Minnesota statute, section 120B.11

• The aim of the statute is to ensure every school district is making strides to improve student performance

• Ultimate goal is to ensure Minnesota’s students in the future will become the “world’s best workforce”
WBWF – Five Goals

• The WBWF Plan must address the following five goals:

- All children are ready for school
- All third graders can read at grade level
- All racial and economic achievement gaps are closed
- All students are ready for college and career
- All students graduate from high school
**Strong Schools, Strong Communities 2.0**

- SPPS is in the second phase of our strategic plan, *Strong Schools, Strong Communities 2.0*

**Three overarching goals:**

1. **Goal 1:** Achievement
2. **Goal 2:** Alignment
3. **Goal 3:** Sustainability

**Five Focus Areas:**

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that Support a Premier Education
VisionCards

- System for monitoring progress towards reaching the goals of SSSC 2.0
- Over 80 performance metrics organized on six VisionCards
- Throughout the year, each card is presented to the Board annually
Three Components

- So how are these three components tied together?

**SSSC 2.0**
Is the destination

*Where we want go?*

**VisionCards**
Are the odometer

*How far have we gone?*

**Road trip analogy**

*How will we get there?*

**WBWF**
Is the route

*How much farther do we need to go?*
# Racial Equity Transformation - Programs

<table>
<thead>
<tr>
<th>Programs/Initiatives</th>
<th>All Children Ready for School</th>
<th>All Third Graders Reading at Grade Level</th>
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<tbody>
<tr>
<td><strong>Racial Equity Transformation</strong></td>
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<tr>
<td>Racial Equity Professional development</td>
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<tr>
<td>School-specific work led by school Equity Teams</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Racially equitable curriculum</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Joint racial equity training</td>
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<td>x</td>
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<td>x</td>
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<tr>
<td>Parent Academy</td>
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<td>x</td>
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<tr>
<td>Parent Advisory committees</td>
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Racial Equity Transformation - Metrics

Staff completing foundational racial equity professional development

- School Staff
  - SY10-11
  - SY11-12
  - SY12-13
  - SY13-14
  - SY14-15 (as of 1/15/15)
  - Total: 3,040

- District Staff
  - SY10-11
  - SY11-12
  - SY12-13
  - SY13-14
  - SY14-15 (as of 1/15/15)
  - Total: 586

78% of Central administrators have implemented racial equity department-wide as of 1/15/15 (n=23)

[VISION = 90%]
## Personalized Learning - Programs

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<tr>
<td><strong>Personalized Learning</strong></td>
<td>X</td>
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<tr>
<td>Student learning in a 1:1 iPad environment</td>
<td>X</td>
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<tr>
<td>Professional development for teaching in a 1:1 iPad environment</td>
<td>X</td>
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</table>
Personalized Learning - Metrics

79% of students agree they are able to make decisions about WHAT they learn.
[VISION = Baseline only]

82% of students agree they can make decisions about HOW they learn.
[VISION = Baseline only]
## College and Career - Programs

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### Ready for College and Career

- **Focus on Freshman**: x x x
- **Naviance**: x x x
- **Specialized courses such as: CTE, AP, IB, and AVID**: x x
College and Career - Metrics

Career and Technical Education (CTE):
Students participating in...
- VISION (850)
  - Career Programs: 664
  - Internships: 1,103
- VISION (1,500)

Advanced Courses (grades 6-12) Proportionality Ratios by Race
[student group % of those enrolled (or passing) classes / % of student group in district]
- % Passing
- % in SPPS (grades 6-12)

Financial Readiness: % of graduating class who completed a FAFSA
- VISION >65%
- 59%
# Programs and Pathways - Programs

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**Excellent PK-12 Programs and Connected Pathways**

<table>
<thead>
<tr>
<th>Specialized programs with Articulations</th>
<th>x</th>
<th>x</th>
<th>x</th>
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<tbody>
<tr>
<td>Pre-K</td>
<td>x</td>
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<tr>
<td>Alternative education opportunities:</td>
<td></td>
<td></td>
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<tr>
<td>Extended Day Learning and S-Term</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
Programs and Pathways - Metrics

**ECFE Participation:**
Proportionality ratio by race
VISION > .75 all groups

<table>
<thead>
<tr>
<th>Race</th>
<th>SPPS</th>
<th>ECFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Ind.</td>
<td>1.00</td>
<td>0.66</td>
</tr>
<tr>
<td>Asian</td>
<td>0.66</td>
<td>0.60</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.21</td>
<td>0.60</td>
</tr>
<tr>
<td>Black</td>
<td>0.60</td>
<td>1.61</td>
</tr>
<tr>
<td>White</td>
<td>2.00</td>
<td>3.77</td>
</tr>
</tbody>
</table>

**Kindergarten Choice:**
% families that are awarded first or second choice school for K
VISION > 85%

- 1st: 89%
- 2nd: 5%
- 3rd: 6%

**Continued Enrollment In SPPS:**
% staying enrolled in SPPS across transition grades
VISION > 85%

- PK to K: 84%
- 5 → 6: 81%
- 8 → 9: 84%
## Systems - Programs

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<td>Systems that Support a Premier Education</td>
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</tr>
<tr>
<td>Peer Assistance Review (PAR) program</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teacher Development and Evaluation (TD&amp;E) program</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Principal and administrator performance reviews</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Facilities Master Plan</td>
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<td>X</td>
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Systems - Metrics

% rated at or above standard on last evaluation

- Central: 94%
- Administrators: 88%
- Principals: 100%

VISION >90%

PAR: % of PAR supported teachers who rate the overall program as Good or Excellent

- VISION >80%
  - 76%

% of unassigned general fund balance

- VISION >5%
  - 5.1%
Growth and Proficiency - Metrics

School Readiness: Mondo Bookshop Assessment Fall 2014
[VISION > 75% at or above Benchmark Target]

MONDO (K)
- Oral Language: 71%
- Phonemic Awareness: 53%
- Print Concepts: 66%

MCA+MTAS 3rd Grade: % proficient
[VISION > 75%]

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<tr>
<th>YEAR</th>
<th>READING</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>37%</td>
<td>46%</td>
</tr>
<tr>
<td>2014</td>
<td>41%</td>
<td>49%</td>
</tr>
<tr>
<td>2013</td>
<td>37%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Growth and Proficiency - Metrics

MCA+MTAS (total grades 3-8, 11): Largest % gap between race/ethnic groups [VISION < 10 percentage pts]


**READING**
- 2013: W 44pts, B 47pts
- 2014: W 44pts, B 44pts
- 2015: W 44pts, B 44pts

**MATH**
- 2013: W 45pts, B 43pts
- 2014: W 44pts, B 44pts
- 2015: W 44pts, B 44pts

**SCIENCE**
- 2013: W 46pts, B 50pts
- 2014: W 50pts, B 46pts
- 2015: W 46pts, B 46pts

W, 69% AI, 32% H, 30% AS, 30% B, 25%
W, 66% AS, 36% H, 28% AI, 25% B, 22%
W, 64% AI, 22% AS, 22% H, 20% B, 18%
Growth and Proficiency - Metrics

% of students graduating in four years
[VISION = 80%]

All Students 76%

AI 52%
AS 78%
B 69%
H 69%
W 84%
Growth and Proficiency Vision Card

- The full Growth and Proficiency Vision Card can be found in the Board Book and will be posted online at:
  
  [http://accountability.spps.org/strongschools](http://accountability.spps.org/strongschools)
Questions?

Full report can be found at:
http://accountability.spps.org/spp

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