



WORLD'S BEST WORKFORCE SOUTH ST. PAUL

2023-24 Summary
Achievement & Integration Plan





PRESENTERS



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INDICATORS FOR WBWF

ACADEMIC ACHIEVEMENT



MCA AND MTA TESTS

The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for math and reading.

PROGRESS TOWARDS EL PROFICIENCY



(ACCESS and Alt-ACCESS)

The average progress English learners made toward individual growth targets on test of English language development.

ACADEMIC PROGRESS



A score based on students' achievement levels from one year to the next. Calculated separately for math and reading.

GRADUATION RATES



The percentage of students who graduated in four years and seven years.

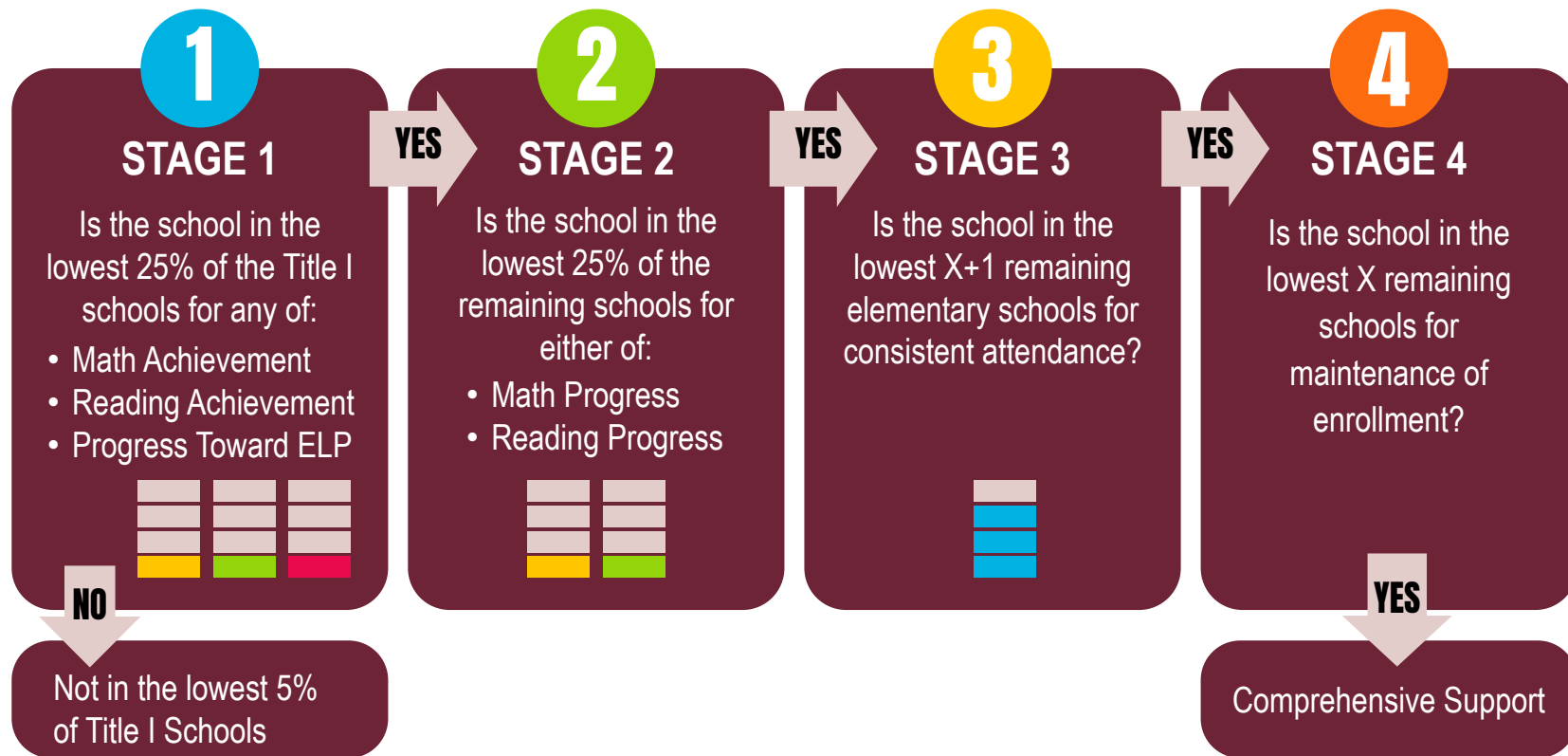
CONSISTENT ATTENDANCE



The percentage of students attending more than 90% of the days they are enrolled.



LOWEST 5% OF THE TITLE 1 ELEMENTARY SCHOOLS = X





WORLD'S BEST WORKFORCE

A comprehensive, long-term strategic plan that addresses the following five goals:

- 1 All children are ready for school
- 2 All students can read at grade level
- 3 All racial & economic achievement gaps between students are closed
- 4 All students are ready for career and college
- 5 All students graduate from high school



01 GOAL

ALL STUDENTS ARE
READY FOR SCHOOL





GOAL

The percentage of kindergarteners identified as high risk of being behind on grade level benchmarks:

- FAST Early Reading assessment will decrease from 14.3% in Fall 2023 to 11.3% in Spring 2024
- FAST Early Math assessment will decrease from 33.3% in Fall 2023 to 30.3% in Spring 2024

2023-24 RESULTS

- Early Reading: High risk students increased to 19.5% in Spring 2024
 - Goal not met, not on track
- Early Math: High risk students decreased to 16.6% in Spring 2024
 - Goal fully met/surpassed, on track

2024-25 GOAL

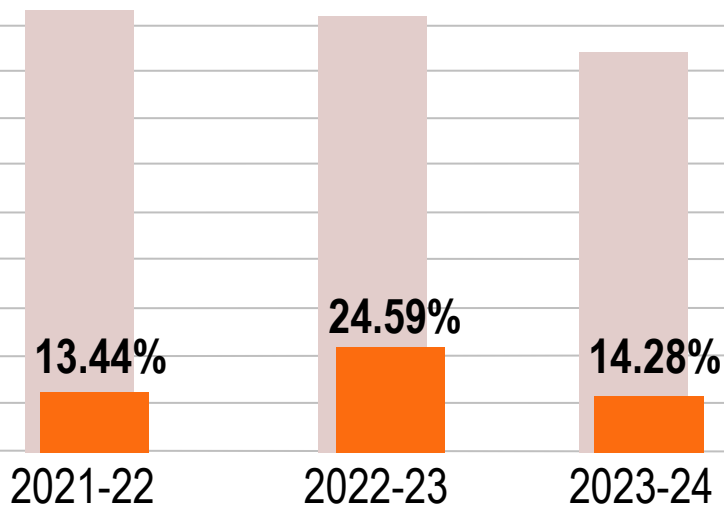
The percentage of kindergarten students identified as high risk of being behind on grade level benchmarks on the FAST Early Reading and Early Math assessments will decrease by 3% from Fall 2024 to Spring 2025.



3 YEAR TREND GRAPH

GK High Risk- FastBridge Early Reading

FALL



200

160

120

80

40

0

SPRING

52.15%

37.77%

20.00%

2021-22

2022-23

2023-24



Total Students



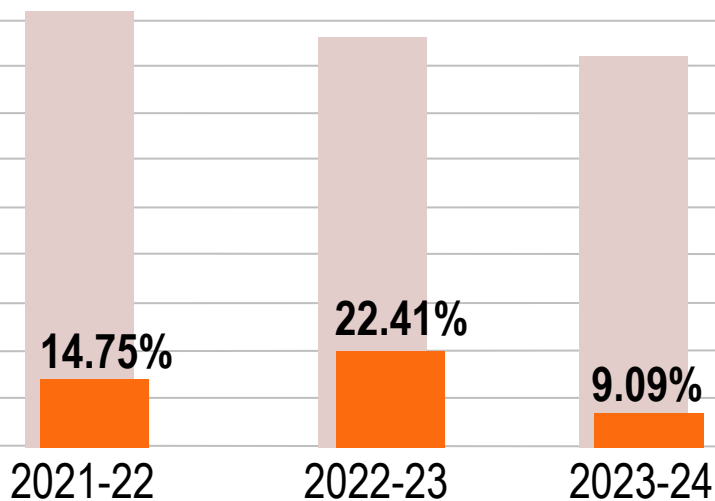
High Risk



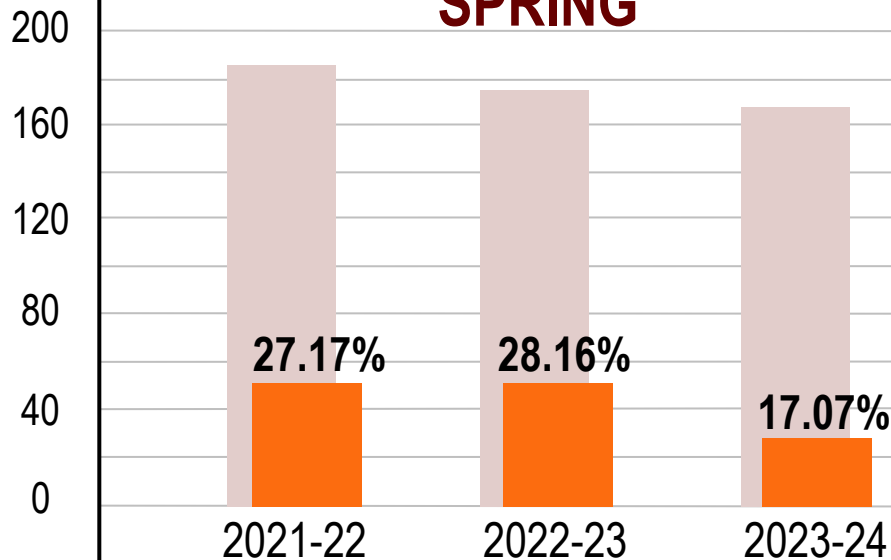
3 YEAR TREND GRAPH

GK High Risk- FastBridge Early Math

FALL



SPRING



Total Students



High Risk

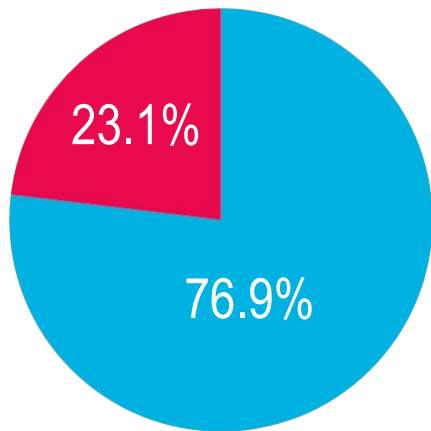


PRE-K ASSESSMENT: TS GOLD

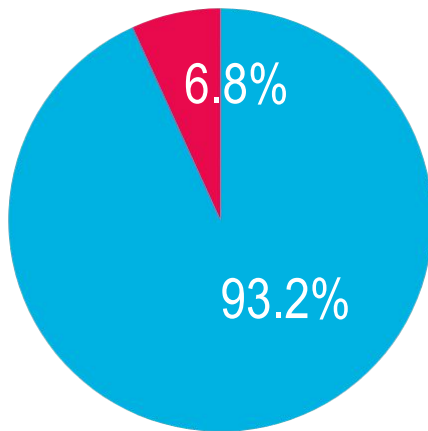
DATA

2022-2023 School Year

FALL 2022

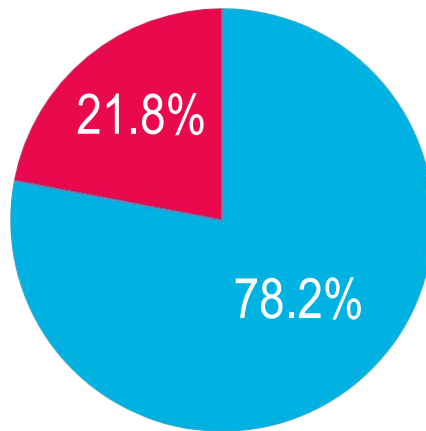


Literacy

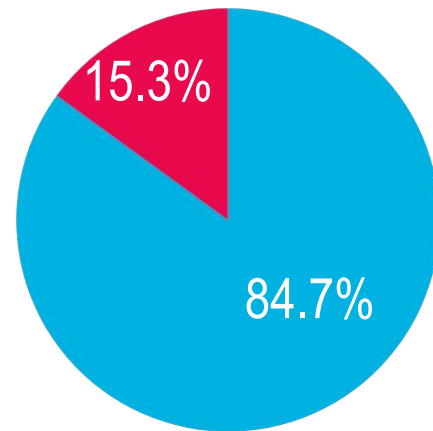


Math

SPRING 2023



Literacy ↑



Math ↓

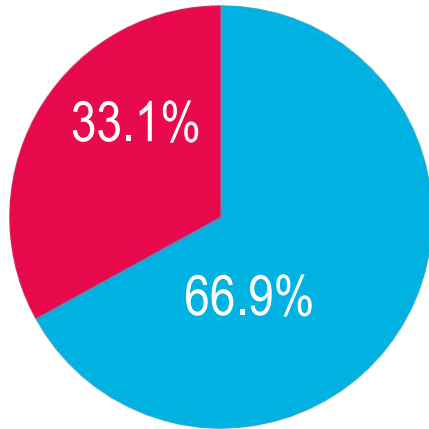


PRE-K ASSESSMENT: TS GOLD

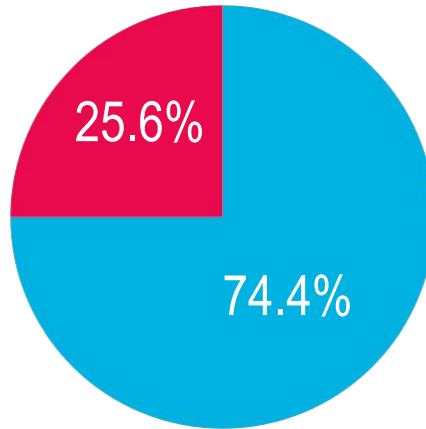
DATA

2023-2024 School Year

FALL 2023

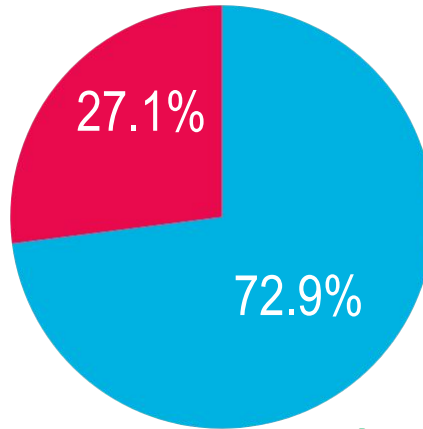


Literacy

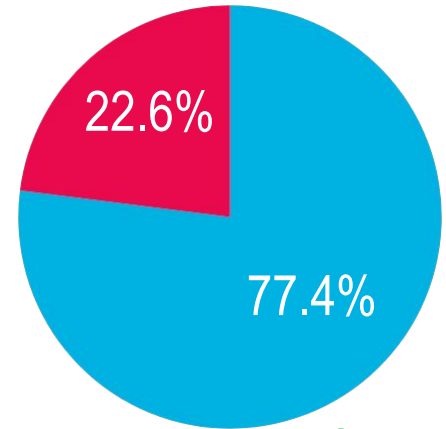


Math

SPRING 2024



Literacy



Math





2024-25 ACTION STEPS

1

All incoming kindergarteners have completed early childhood screening before September 1

2

Preschool developmental assessment data (Teaching Strategies GOLD) shared with kindergarten teachers

3

Creative Curriculum (academic curriculum) and Conscious Discipline (SEL curriculum) used to fidelity in preschool classrooms

4

All Early Learning teachers complete LETRS training

02 GOAL

ALL STUDENTS CAN
READ AT GRADE LEVEL





GOAL

The percent of 3rd Grade students proficient or exceeding grade level benchmarks on the state MCA will increase from 40.21% in Spring 2023 to 43.21% in the spring 2024.

2023-2024 RESULTS

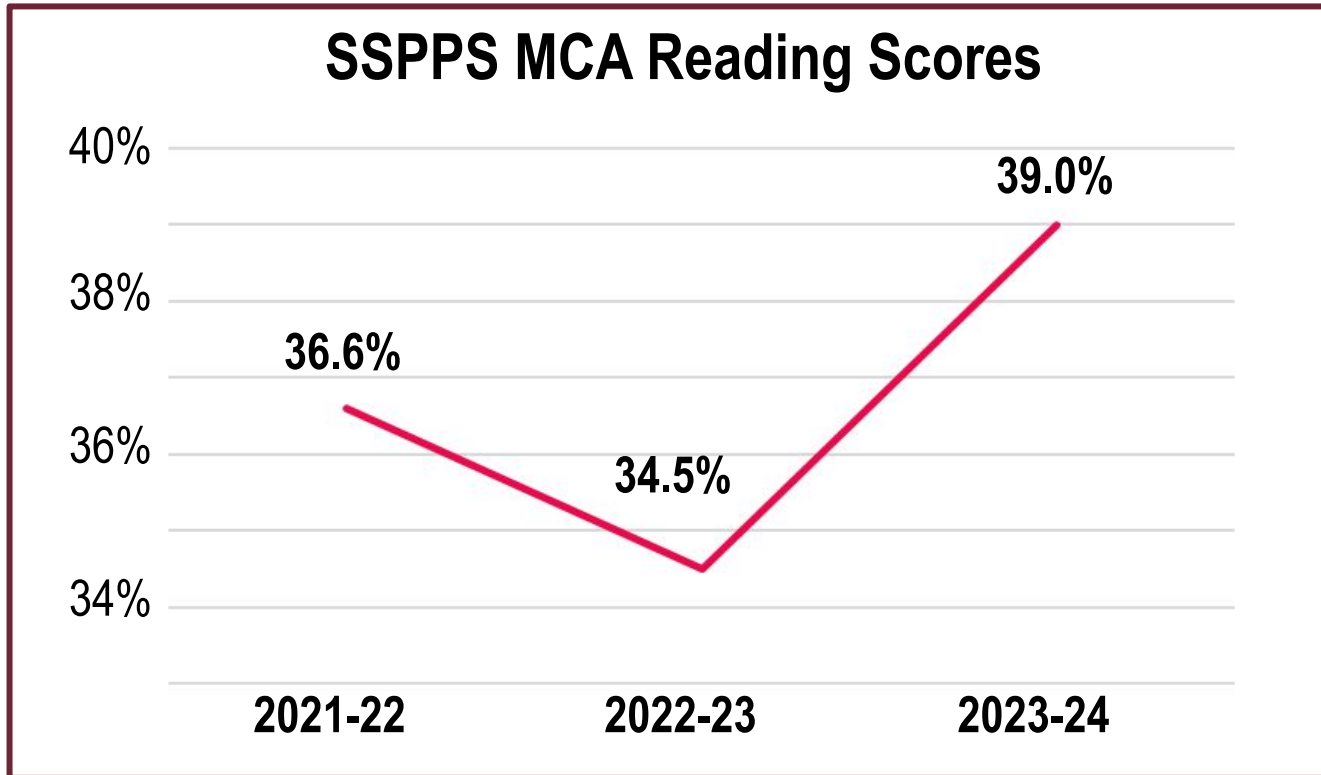
- Spring 2023 Results = 40.21%
- Spring 2024 Results = 33.0%
 - Goal not met
- Last year was the first year of implementation of the new K-5 literacy curriculum Wit and Wisdom

2024-25 GOAL

The percent of students proficient or exceeding grade level benchmarks on the state Minnesota Comprehensive Assessment (MCA) will increase from 39.0% in Spring 2024 to 42.0% in Spring 2025.



THREE YEAR TREND GRAPH





2024-25 ACTION STEPS

1

All children have access to Tier 1 At-Grade-Level Instruction

- Wit & Wisdom (K-5)
- Geodes and UFLI (K-2)

2

MTSS for Reading

- ADSIS Grant (RTI Model)
- Diving deeper into reading screener data (FASTBridge) to make data-informed decisions to best support all students

3

Assessment practices applied across all levels

- FASTBridge (fall, winter, spring)
- Wit & Wisdom Assessments by grade-level team
- CORE assessment data for small group decisions

4

PreK-5 classroom teachers and teachers teaching the MN State ELA standards have been trained or are currently enrolled in CORE and Early Childhood LETRS professional development.

5

The alignment of resources and supports necessary for each student's academic and SEL success

- Family, School, and Community Partnerships
- School Social Worker

03 GOAL

ALL RACIAL & ECONOMIC
ACHIEVEMENT GAPS
BETWEEN STUDENTS
ARE CLOSED

South St. Paul
Public Schools





GOAL

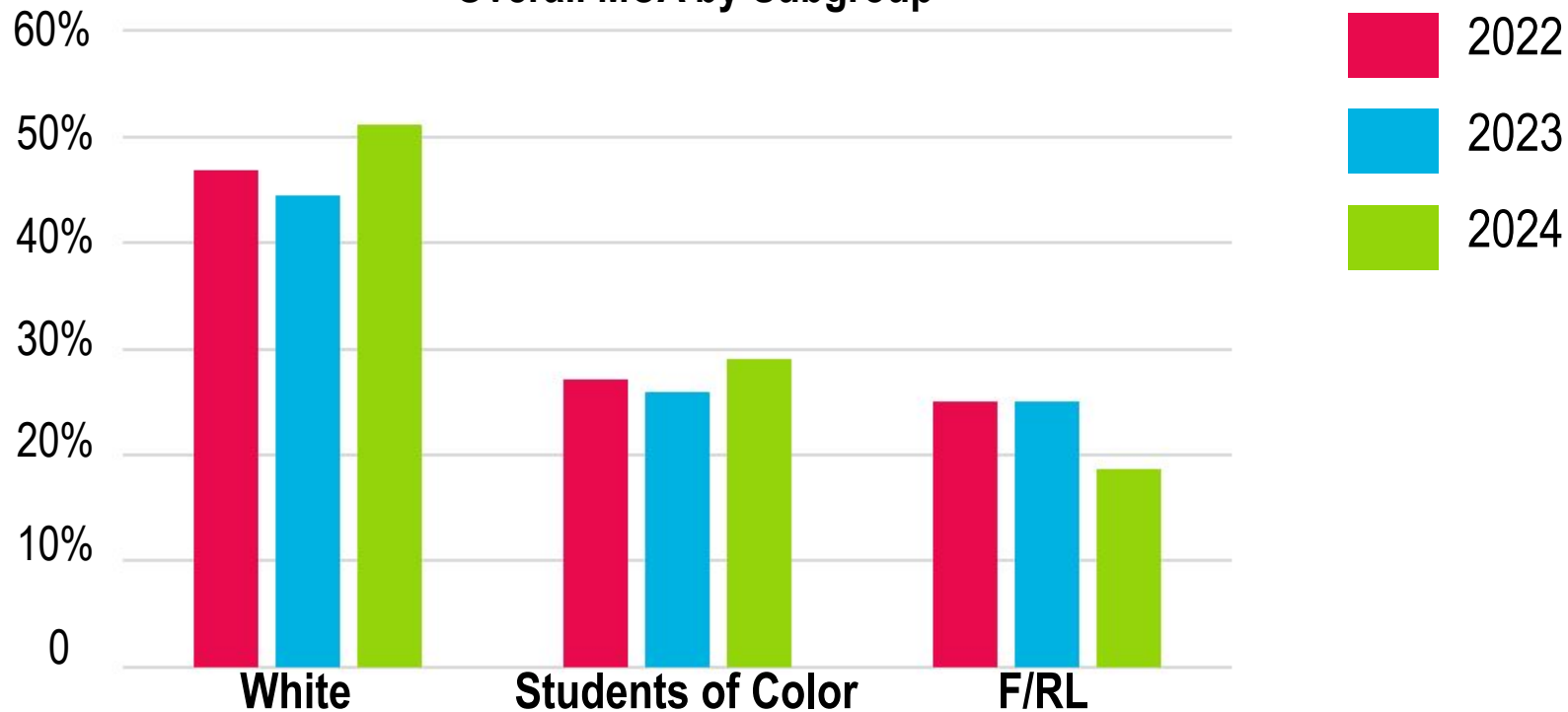
To ensure all students achieve proficiency while reducing the gap by 3% between White students and BIPOC students, as well as those receiving free/reduced lunch. We aim to improve overall proficiency on the MCA from Spring 2023 to Spring 2024.

	% proficient white students	% students of color	% Free/Reduced	Difference
2023	44.49%	25.94%	24.97%	BIPOC: 18.55% F/RL: 19.52%
2024	51.2%	29.1%	18.6%	BIPOC: 22.1% F/RL: 32.6%
Goal Status	Met	Met	Not on track, not met	Not on track, not met



THREE YEAR TREND GRAPH

Overall MCA by Subgroup





2024-25 GOAL

The percent of students proficient or exceeding grade level benchmarks on the state Minnesota Comprehensive Assessment (MCA) will increase by at least 3% in each subgroup (White, BIPOC, and FR/L) and to reduce the achievement gap between White students and both BIPOC and FR/L students.

	2022	2023	2024	2025
White Students	46.81%	44.49%	51.2%	54.2%
Students of Color	27.05%	25.94%	29.1%	32.1%
F/RL	25.03%	24.97%	18.6%	21.6%



2024-25 ACTION STEPS

1

Targeted Interventions

- ADSIS Grant (RTI Model)
- Using FASTBridge screener data to make data-informed instructional decisions
- EL Co-teaching service model

2

Assessment practices that drive instructional choices

- FASTBridge (Fall, Winter, Spring)
- Administering, Scoring, Calibrating, and Recording Wit & Wisdom Assessments by grade-level teams
- Administering and using CORE assessment data to inform small group instruction
- Pre-K - 5 classroom teachers and teachers teaching the MN State ELA standards have been trained or are currently enrolled in CORE and Early Childhood LETRS professional development.

3

Academic and social-emotional support

Through Goal Getters and collaboration between secondary administrative teams and Educational Services/American Indian Education Programming

04 GOAL

ALL STUDENTS ARE
READY FOR CAREER
AND COLLEGE

South St. Paul
Public Schools





GOAL

The percent of South St. Paul 9th graders who are identified as low/medium risk on the reading assessment tool will improve from fall 2023 score of 75.6% to 78.6% by spring 2024

2023-2024 RESULTS

- Fall 2023 Results: 75.6%
- Spring 2024 Results: 80.3%
- Goal Met
- Met All

2024-25 GOAL

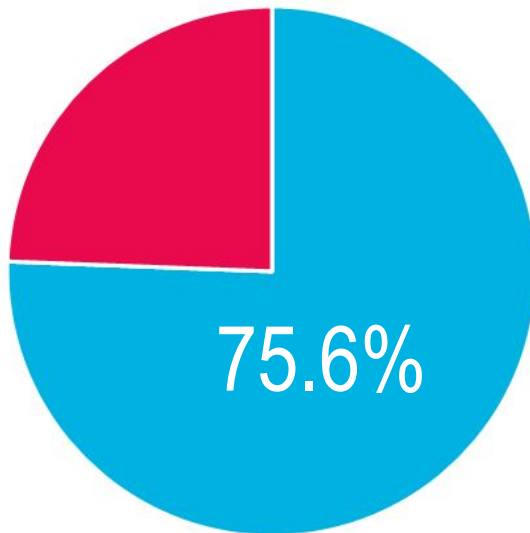
The percent of South St. Paul 9th graders who are identified as low/medium risk on the reading assessment tool will improve from fall 2024 score of % to % by spring 2025.



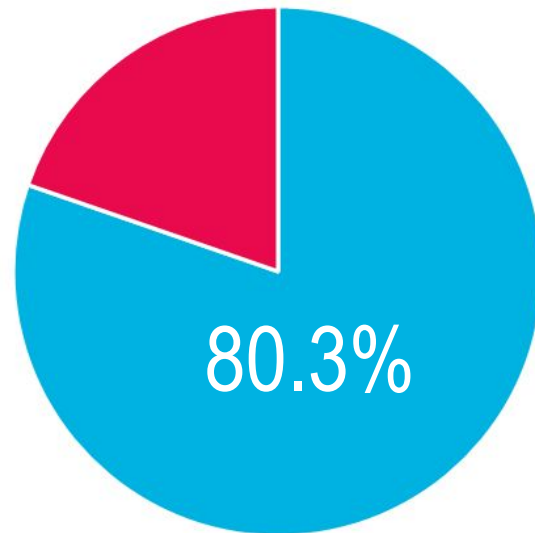
THREE YEAR TREND

This assessment was not administered to 9th grade prior to the 2023-24 school year

FALL 2023



SPRING 2024



9th graders identified as Low/Medium Risk



2024-25 ACTION STEPS

- 1 College and Career Readiness Coordinator for the Secondary and CLC
- 2 Implementation of Pathway to Packer Promise designed for students to experience different careers
- 3 Students have opportunities through Tri-district programming
- 4 Concurrent coursework in certain subject areas
- 5 Establish partnerships for certifications in career areas
- 6 Work Experience programs at the Secondary and CLC



05 GOAL

ALL STUDENTS GRADUATE
FROM HIGH SCHOOL

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Public Schools





2022-23 GOAL

The percent of South St. Paul students graduating on time will improve from 74.4% in the spring 2022 to 77.4% in spring 2023 as measured by the MN graduation rate.

2021-2023 RESULTS

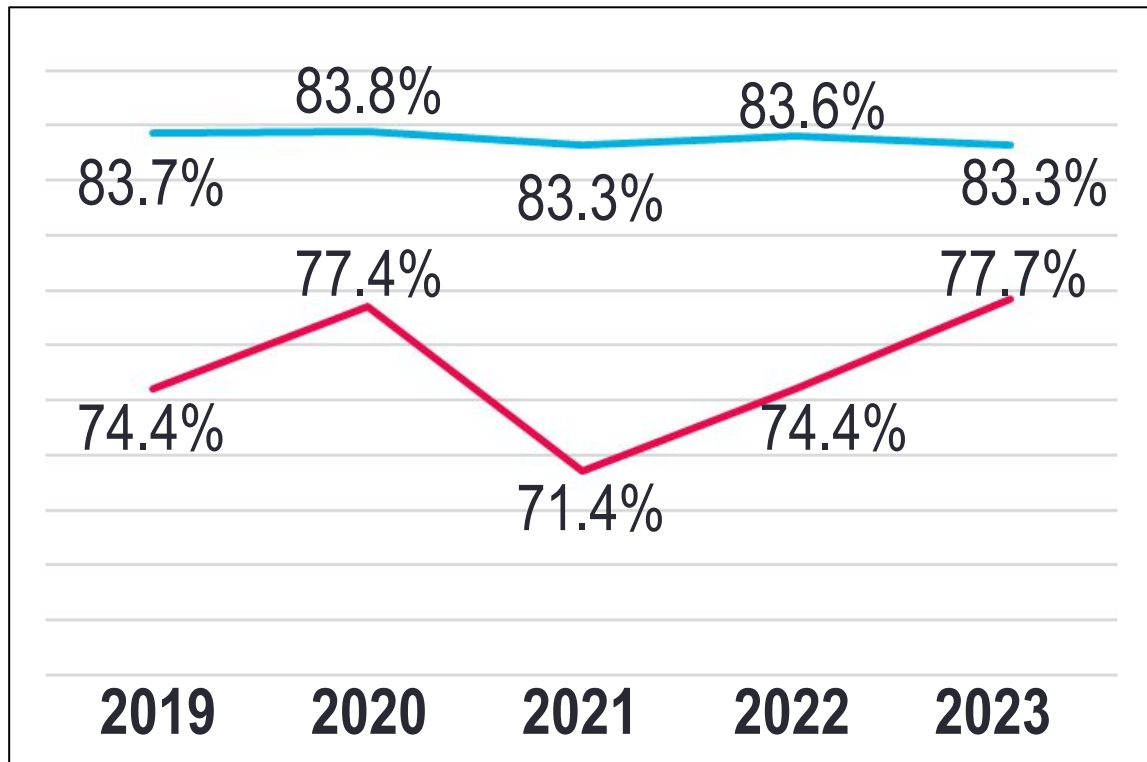
- 2021-22 Results: 74.4%
- 2022-23 Results: 77.7%
- Goal Met
- Met All

2024-25 GOAL

The percent of South St. Paul students graduating on time will improve from 77.7% in the spring of 2023 to 80.7% in the Spring 2024.



THREE YEAR TREND GRAPH



Minnesota —
SSPPS —



2024-25 ACTION STEPS

- 1** Implementation of Pathway to Packer Promise
- 2** All students will have a Personal Learning Plan
- 3** Implementation of Xello for all secondary students
- 4** All students will meet with secondary staff for credit audits
- 5** Credit recovery options for students after school and during the summer
- 6** Scaffolding to meet students where they are at and assess for learning



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ACHIEVEMENT & INTEGRATION PLAN

2024-2026





EQUITABLE ACCESS TO EXCELLENT TEACHERS

Experience	2023-24	2024-25
Probationary (less than 3 years)	31.82%	↓ 30.33%
Continuing Contract (3-10 years)	21.43%	↑ 30.33%
Continuing Contract (more than 10 years)	44.05%	↓ 39.34%

Education	2023-24	2024-25
Teachers with 4-year degree	26.59%	↑ 29.10%
Teachers with graduate degree	79.41%	↓ 70.90%



A&I GOAL #1

Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

GRADES K-5

Key indicators of progress for this strategy and annual targets for each indicator. How we will know if the strategy is creating the outcomes we want.	Target 2024	Target 2025	Target 2026
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 PROFICIENCY IS 29.1% OF 55 STUDENTS.	39%	44%	49%
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 PROFICIENCY IS 25% OF 16 STUDENTS.	35%	40%	45%



A&I GOAL #1

Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

GRADES 6-12

Key indicators of progress for this strategy and annual targets for each indicator. How we will know if the strategy is creating the outcomes we want.	Target 2024	Target 2025	Target 2026
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 PROFICIENCY IS 27.6% OF 921 STUDENTS.	39%	44%	49%
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 PROFICIENCY IS 25.6% OF 294 STUDENTS.	35%	40%	45%



STRATEGIES FOR GOAL #1

1

School and Family Partnerships

- Cultural Liaisons (K-12)
- Student Support Assistants (6-12)

2

Anti-bias Curriculum, Instruction, and Community Building: Elementary

- AmazeWorks Anti-Bias Curriculum (K-5)

3

Culturally Responsive Instruction and Equity Leadership for Students: Secondary

- Goal Getters (MS)
- Student Affinity Groups (MS and HS)



A&I GOAL #2

All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps for each student.

100% of teachers will receive coaching for racial equity, job-embedded professional development, and opportunities to participate in racial and economic equity leadership.





A&I GOAL #2

Key indicators of progress for this strategy and annual targets for each indicator. How we will know if the strategy is creating the outcomes we want.	2023 Winter Benchmark	Target 2024	Target 2025	Target 2026
Aspects of the Science of Reading are included in plans for growth and development through PLCs and/or data meetings.	--	70% of meetings	80% of meetings	90% of meetings
Percentage of all students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase.	46%	51%	56%	61%
Percentage of Hispanic or Latino students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase.	35%	40%	45%	50%
Percentage of Black or African American students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase.	34%	39%	44%	49%



A&I GOAL #2

Key indicators of progress for this strategy and annual targets for each indicator. How we will know if the strategy is creating the outcomes we want.	2022 Proficiency	Target 2024	Target 2025	Target 2026
Reading proficiency for all middle schools students as measured by the Spring MCA Reading Assessment.	33.2%	50%	55%	60%
Reading proficiency for all middle school students eligible for FRL as measured by the Spring MCA Reading Assessment.	23.3%	28%	33%	38%
Reading proficiency for all 10th graders students as measured by the Spring MCA Reading Assessment.	45%	50%	55%	60%
Reading proficiency for 10th grade students eligible for FRL as measured by the Spring MCA Reading Assessment.	34.6%	42%	51%	60%



STRATEGIES FOR GOAL #2

1

Science of Reading

- Professional Development Opportunities Focused on Academic Achievement of All Students

2

Equity & Instructional Coaching

3

Recruiting, Hiring, and Retaining Teachers of Color

- Recruiting and Hiring: Teacher Scholar of Color Program and Reviewing Interview & Hiring Practices through a equity lens
- Retention: Staff of Color Affinity Groups and Allyship Groups



A&I GOAL #3

Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

Key indicators of progress for this strategy and annual targets for each indicator. How we will know if the strategy is creating the outcomes we want.	Target 2023-24	Target 2024-25	Target 2025-26
South St. Paul will increase the number of Youth Ambassadors to 6 or more by 2026, disaggregated by race, ethnicity or FRPL.	4	5	6
South St. Paul will increase the percentage of Youth Ambassadors who either strongly agree or agree that the Youth Ambassador experience increased the following: equity awareness; communication with others; foundation equity leadership skills; and community building.	50%	60%	67%



STRATEGIES FOR GOAL #3

Integration Requirement

At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170)

- Beyond OUR Walls SPPS Equity Summit and Youth Ambassador Program - Integration with School District 197 and Saint Paul Public Schools





South St. Paul
Public Schools



THANK YOU!

**ANY QUESTIONS OR
THOUGHTS?**