

WORLD'S BEST WORKFORCE COMMUNITY ADVISORY MEETING

December 8, 2016

- Review of 2015-2016 World's Best Workforce Goals and Results
- Overview of Achievement and Integration Activities
- Review District Strategic Plan
- Seek Community Guidance



MN Statute 120B.11

"World's Best Workforce" means striving to:

- Have all students ready for Kindergarten.
- Ensure all students are reading at grade level by 3rd grade.
- Ensure all racial and economic achievement gaps are closed.
 (MN Statute 124D.861)
- Have all students graduate from high school.
- Have all students attain career or college preparedness before graduating from high school.



Current District Demographics

- 3576 Students K 12
- 41% FRP
- Ethnicity D
 - 1% American Indian
 - 6% Asian/Pacific Islander
 - 14% Black (increasing)
 - 24% Hispanic (increasing)
 - 57% White (decreasing)
- 18% Home Language Other Than English
 - 8.2% English Language Learners (ELL)
- 14% Special Education Services





Why is MN focused on this idea?

- Our population is aging.
- Seventy percent of jobs in MN will require more than a high school diploma by 2018.
- Minnesota lacks qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the largest achievement gaps, between white students and students of color, in the country.



How is the Minnesota Department of Education measuring progress?

- Closing the achievement gap for each student group
- Minnesota Comprehensive Assessment (MCA-III) scores
- High school graduation rates
- Career and college readiness







Ensure all students ready for Kindergarten:

- **Goal**: The percentage of students ready for Kindergarten as measured on Kindergarten assessments (Counting to 31, Counting Objects, Number Recognition, Letter Naming, Letter Sounds) will increase from **15%** in August 2015 to **25%** in August 2016.
- Result: The majority of ISD 199 kindergarten classrooms piloted the FAST assessment in the Fall of 2016. The FAST is approved by MDE as a tool for Parent Aware rated preschools, Voluntary PreK, and measuring K readiness. Because the assessment was a pilot, we are still working to fine tune the standardization of the administration and analysis. In addition, results are preliminary and not appropriately comparable to previous K benchmark assessments. Our goal is to build internal capacity to collect and use data that accurately measures students' skills (including social emotional), to provide data that informs instruction, and to use the data in both early learning and kindergarten settings.



Ensure all students ready for Kindergarten:

- Factors for Consideration:
 - About 20% of district students attend ISD 199 Pre-School
 - Align pre-school expectations with Kindergarten expectations, increase rigor developmentally
 - Provide additional scholarships for pre-school students in need
 - Continue working with local pre-schools, Links to Literacy Program and Literacy on Wheels
 - Long-range planning for additional pre-school space



Ensure all students are reading at grade level by 3rd grade:

- Goal: The percentage of students enrolled in Grade 3 on October 1 and proficient on the Grade 3 MCA-III Reading test will increase from 59.5% in 2015 to 73.5% in 2016.
- Result: The percentage of students enrolled in Grade 3 on October 1 and proficient on the Grade 3 MCA-III Reading test was **59.2%** in 2016.



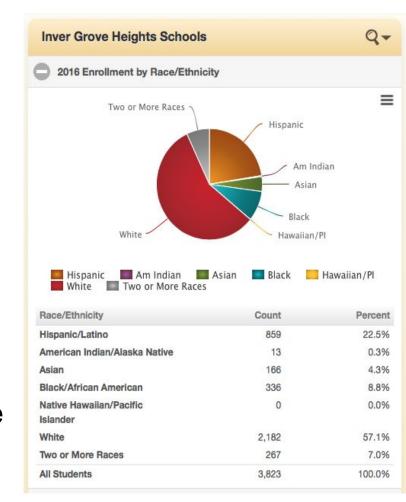
Ensure all students are reading at grade level by 3rd grade:

- Factors for Consideration:
 - Elementary writing program implemented in 2015-2016
 - Focus on student growth versus focus on passing the MCA test
 - Additional support and training for elementary teachers through the University of Minnesota Center on Reading Research as they adapt core reading instruction to the more rigorous reading standards

- Goals: The proficiency gap on the MCA-III Math test between White and Hispanic students will decrease from 34.4 % in 2011 to in 21.5% 2016.
- The proficiency gap on the MCA-III Reading test between White and Hispanic students will decrease from 31.8% in 2013 to 19.9% in 2016.
- **Results:** The proficiency gap on the MCA-III Math test between White and Hispanic students was **34.6%** in 2016.
- The proficiency gap on the MCA-III Reading test between White and Hispanic students was **34.5%** in 2016.



- Factors for Consideration:
 - Student demographics continue to change
 - Continue professional development focused on racial equity, culturally responsive teaching practices, and cultural awareness
 - Interrupt practices and procedures that lead to disparate outcomes by race



- District Achievement and Integration Plan
 - Teacher Training
 - Cultural Awareness focus groups, book studies, diversify district staff
 - Teacher Coaching culturally relevant teaching methods
 - Teacher Collaboration looking at student progress in teams, using data to inform and guide instruction
 - Principal Leadership Training leading from an equity lens, cultural awareness, data-driven dialogue



- District Achievement and Integration Plan
 - Student Programs targeted for disadvantaged students and/or first time college bound students
 - Summer Elementary Extended Enrichment science, technology, engineering, art, math, field trips
 - Secondary Advancement via Individual Determination college preparatory class
 - After School Student Programs leadership and enrichment
 - Middle School Student Success Coach guide and coach students, keeping students in school



Have all students attain career or college readiness before graduating from high school:

- **Goal:** The percentage of students graduating career and college-ready from Simley High School will increase from **90.3%** in 2014 to **93.2** % in 2015.
- **Result**: The percentage of students graduating career and college-ready from Simley High School was **87.2%**. * Graduation results for 2016 will be released in February of 2017.





Have all students attain career or college readiness before graduating from high school:

Table 1: Five Year Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2012	168	44,977	22.7	22.1	23.4	23.0	23.3	22.9	23.7	22.7	23.4	22.8
2013	152	44,676	23.0	22.2	23.4	23.1	23.3	23.1	23.6	22.9	23.4	23.0
2014	143	45,305	23.3	22.1	23.7	23.0	24.1	23.1	23.7	22.9	23.8	22.9
2015	156	46,862	22.1	21.8	23.0	22.8	22.5	23.0	22.7	22.7	22.7	22.7
2016	306	64,145	20.4	20.0	21.2	21.2	21.3	21.3	21.5	21.3	21.2	21.1

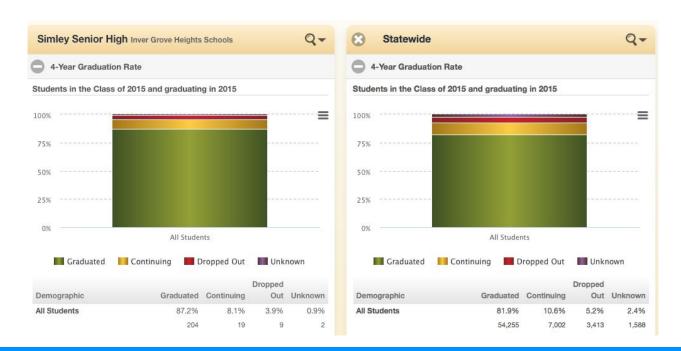


- Have all students attain career or college readiness before graduating from high school:
 - Factors for Consideration:
 - College or career readiness has an entirely new meaning in today's world
 - Collaboration within tri-district
 - Initial planning of career and college pathways at Simley
 - Collaborative partnerships with postsecondary institutions
 - Emphasis on developing Core Life Skills



Have all students graduate from high school:

- Goal: The percentage of students graduating from Simley High School will increase from 91.3% in 2015 to 93.2% in 2016.
- Result: The percentage of students graduating from Simley High School was 87.2% in 2015. 2016 results will be release in February 2017.





- The complete ISD 199 World's Best Workforce and Achievement and Integration Plans can be found online:
 - http://www.isd199.org/departments/curriculum instruction/world s best workforce summary/
- District and school data can be found online at the Minnesota Report Card:
 - http://rc.education.state.mn.us



Mission

Inspire. Innovate. Excel.

A Community Commitment

Vision 2020

- Inclusive, Respectful, and Caring Environment
- A Culture of High Expectations
- Whole Student Development
- Personalized Learning
- Involved and Invested Community and District

Strategic Directions

- A. Culture of Racial Equity
- B. Career and College Readiness with Core Life Skills
- C. Effective Teams and Partnerships
- Visioncards in development to measure progress
- Incorporates each aspect of the World's Best Workforce and Achievement and Integration plan into one overarching plan

Guiding Questions

- Based on the brief overview provided today...
- What are we doing well as a district? Where have we been successful?
- What are our challenges? What is an area in which we could improve or consider focusing on more?

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