

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: St. Louis County Schools

Grades Served: PK-12

Contact Person Name and Position: Kristi Berlin, Director of Curriculum, TI and Assessment

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:

[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

➤ [www.isd2142.net](http://www.isd2142.net) under Parent Quick Links choose World's Best Workforce Plan

#### 1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

##### *State of the District Addresses*

*North Woods – Monday, October 17, 2016 5:15 PM*

*South Ridge – Wednesday, October 26, 2016 6:00 PM*

*Cherry – Thursday, October 27, 2016 5:15 PM*

*NER – Thursday, November 3, 2016 4:00 PM*

*Tower – Thursday, November 21, 2016 4:00 PM*

*District Office – Monday, November 28, 2016 4:30 PM (Before regular board meeting)*

### **1c. District Advisory Committee**

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

We use a variety of committees and boards to make up our district advisory. Each of the members of the advisory confer with their advisory boards and that input is all considered when creating the plan. Each of the principals has a continuous improvement committee in their building with teachers, title teachers and parents. Our Title I and Early Childhood Director has parents and teachers on her committee. Our Indian Education Coordinator has parent committees and tribal committees that discuss district practices and procedures. Our Q-Comp Coordinator has a district wide committee with teachers and board members. Our curriculum director has a committee of teachers and board members.

The Director of CTI and A, Title/Early Childhood Director, Q-Comp Coordinator, and Special Education Director meet monthly to cover Staff Development activities and WBW activities. The same group meets with the principals monthly to discuss these goals.

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<i>The district will attain 94% participation in Screening.</i>	<i>The number of students screened this school year was 94%. We will continue working toward the goal of all students screened.</i>	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>Our goal is to have all students reading by third grade. Our goal for 15-16 is to have 60% of students passing the 3<sup>rd</sup> grade reading test.</i>	<i>57% of our students passed the reading test in third grade. We will continue working on teacher training, standard alignment and interventions in our grades K-3 to meet this goal.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

### 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
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<p><i>Our goal is to decrease the gap of our white students to our Native American students, our Sped to our non-Sped students, and our FRP to our non-FRP students to less than 5% by 2020.</i></p>	<p><i>We have not decreased our levels within this range. We are seeing improvements in our Native American to White students but our Sped to non-Sped numbers are still not making progress. We are assessing our intervention programs to make these gains.</i></p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input checked="" type="checkbox"/> Goal in Progress          (only for multi-year goals)</p>
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**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p><i>Our goal is to reach a proficiency level of 80% in 8<sup>th</sup> Grade Math by 2020.</i></p>	<p><i>We are currently at a 30.37% proficiency in math at the 8<sup>th</sup> grade level. We are at a higher level with our Native Americans than our white students at this level but our Sped levels and Frp levels are very low. We will need to concentrate on all levels to see an increase in this area.</i></p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input checked="" type="checkbox"/> Goal in Progress          (only for multi-year goals)</p>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p><i>We will be at 90% graduation rate by 2020.</i></p>	<p><i>The result this year is 83.8% Our Six year percentage is 94.62%. The two areas of students we will need to focus on are the Sped for students and Native American students. We are working in those two areas to see growth in graduation rates.</i></p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input checked="" type="checkbox"/> Goal in Progress          (only for multi-year goals)  <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

*There is a need for increased support in our FRP, SpEd and Native American populations. This is evident in all areas. Because the data used in one year is not always helpful in preparing the next group of students we have set up a number of ways to assess student needs.*

- 1. Students are assessed using the STAR Assessment to determine the needs of students at their current grade level. That data is used to group students into instructional groups by areas of needs. Specific activities and instruction is provided to those students. The students are then assessed to detect progress in those areas. This is an ongoing process throughout the year.*
- 2. The MCA tests are analyzed each year to determine not on the needs of the students completing the assessment but also to analyze areas that may need additional time or material due to a lack of depth or time spent on a topic at a specific level.*
- 3. We noticed a distinct lack of non-fiction reading material for students to prepare for those standards. Those materials have been put into place at the elementary level and secondary levels.*

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Students were assessed in the fall, winter and spring during the school year in grades K-11 using the STAR assessment. The students receiving interventions were also benchmark tested on that system to meet the goals. All students in grades K-12 were assessed using teacher created assessments for progress in the class.*
- *Teachers are using the data from the STAR assessment to provide opportunities for students to receive instructional interventions.*
- *Students that qualified for interventions based on the STAR Assessment, Mondo Assessment, MCAs and teacher referral. These include Title I services, Indian Education tutoring, Targeted Services programming after school, additional classes in their area of weakness to strengthen skills. The progress in these interventions was monitored by both progresses within the and through the STAR assessment results.*

### 4b. Teachers and Principals

- *Teachers were provided training in the literacy curriculum to continue meeting the needs of the students. They also received training using the data from the STAR Assessments.*
- *Math teachers were provided opportunities to meet and look at the benchmarks for the math courses and how they are meeting the rigor and components of that standard.*
- *Principals are participating in region wide PLCs, are active in the district team to look at data and have formed school teams to look at data and make decisions around the data.*
- *Teachers work on personal and school goals using the data from the assessments. They are active in PLCs that work with the data, are observed by peer coaches and building principals.*

### 4c. District

- *The district is working with principals and teams to set goals, look at data, and develop building level goals that the building teams take ownership of. The role of the district has focused on supporting the building teams through resources, training, and guidance. The superintendent and curriculum director meet with the principals and building level teams when necessary to provide perspective or focus to a procedure.*
- *The district is also a Q-Comp district. This has allowed us to develop our Professional Learning Communities, Peer Coaching and Mentoring positions and activities. The principals are also active in working in their own Professional Learning Committee to stay up to date with district initiative and educational trends.*

## 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *The district focuses on providing all students with licensed and experienced teachers. When this is not possible we use our mentoring programs to help bring the teachers to the level needed to meet the needs of the students. The process of finding licensed teachers in special education, sciences, and even Title I teachers has become very difficult. When those teachers cannot be found we do look for additional training and mentorships to assist the teachers.*
- *Teacher turnover in our remote locations has also become a struggle. We have had high turnover in positions because of the number of classes teachers need to prep for or because of the location of the school. These are issues we continue to work on and have begun looking for teachers in our communities that are willing to pursue additional education to fill our difficult positions.*