

2015-2016 World's Best Workforce Report Summary

District or Charter Name: **White Bear Lake Area Schools**

Grades Served: **Pk- 12**

Contact Person Name and Position: **Sara Paul, Assistant Superintendent**

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.

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.]

<http://www.isd624.org/about/Teaching-and-Learning.asp>

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.]

Monday, September 26, 2016- Work Study Session (matches intent of author)
Monday, October 10, 2016- 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.]

Parents and Community Representatives make up at least two-thirds of Advisory Committee Members:

<u>13</u>	Parents
<u>2</u>	Students (board liaisons)
<u>9</u>	Staff
<u>2</u>	School Board Members (count as community members)
<u>1</u>	Businesses

Representation Mirrors the Demographics of the District:

<u>22</u>	White
<u>3</u>	Black
<u>2</u>	Latino
<u>1</u>	Native American
<u>1</u>	Hmong
<u>1</u>	Asian
<u>2</u>	SPED

Representation from across the District and School Sites:

<u>10</u>	North Side
<u>8</u>	South Side
<u>9</u>	Districtwide

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
In 2014-15, WBLAS screened 596 children. In 2015-16, we will increase the number of children screened by 10%.	In 2015-16, 619 three- to five-year-olds participated in early childhood screening, an increase from 596 screenings in 2014-15. The demographics of the children screened mirrors the demographics of our K-12 students, an increase of 9.6%	Goal Not Met
In 2015-16, WBLAS will establish a common definition for Kindergarten Readiness that identifies cognitive and social emotional indicators and experiences	WBLAS Common Definition of Kindergarten Readiness: <u>Kindergarten Readiness Indicators and Experiences</u>	Goal Met

agreed upon by Preschool and Kindergarten teachers and leaders.		
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2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status																														
<p>The percentage of Grade 3 students proficient on the Grade 3 MCA-III Reading test will increase from 63% in 2014-15 to 66% in Spring 2016.</p>	<table border="1" data-bbox="451 579 878 795"> <thead> <tr> <th>MCA Reading</th> <th>White Bear</th> <th>MN</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>63.9%</td> <td>58.7%</td> </tr> <tr> <td>2016</td> <td>64.1%</td> <td>57.3%</td> </tr> </tbody> </table> <table border="1" data-bbox="451 835 1203 1146"> <thead> <tr> <th>MC A Reading Gaps</th> <th>Asian/PI</th> <th>Hispanic</th> <th>Black</th> <th>ELL</th> <th>SpEd</th> <th>FRL</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>21.9%</td> <td>20.0%</td> <td>27.1%</td> <td>38.9%</td> <td>22.2%</td> <td>27.2%</td> </tr> <tr> <td>2016</td> <td>23.1%</td> <td>19.7%</td> <td>33.3%</td> <td>42.6%</td> <td>19.6%</td> <td>28.1%</td> </tr> </tbody> </table> <p data-bbox="354 1230 1203 1514">2015-16 was a year of deep learning for teachers and administrators regarding how our system can better support students as they learn to read and their transition to reading to learn. Administrators engaged in a book study, <u>Learning by Doing</u>, to explore collaboration models to support teachers to differentiate instruction and use assessment data to adjust teaching when students are not grasping learning standards. Collaboration models were piloted at several elementary buildings, and a literacy coaching model was approved by the school board for implementation in 2016-17. School teams participated in a summer data retreat to develop action plans, with a focus on literacy.</p>	MCA Reading	White Bear	MN	2015	63.9%	58.7%	2016	64.1%	57.3%	MC A Reading Gaps	Asian/PI	Hispanic	Black	ELL	SpEd	FRL	2015	21.9%	20.0%	27.1%	38.9%	22.2%	27.2%	2016	23.1%	19.7%	33.3%	42.6%	19.6%	28.1%	<p>Goal Not Met</p>
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2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>By 2017-18, participation in concurrent enrollment courses will mirror the participation rate of our benchmark group. Our goal for 2015-16 registration is to increase participation to 51% across all racial student groups.</p>	<p data-bbox="711 1650 1068 1717">End of Year Participation Report 2015-16</p> <p data-bbox="711 1759 1138 1885">Students and staff were surveyed to identify a more comprehensive story of each student’s unique talents and abilities and targeted students were</p>	<p>Goal in Progress- On track for achieving this goal.</p>

	<p>encouraged to register for college level courses in 2016-17. This focus resulted in an overall increase in college-level course participation by 11th and 12th graders from 510 students in 2015-16 to 644 students registering to take those classes in 2016-17. There was high growth in participation across all demographic groups with underrepresented student groups increasing at a greater rate and therefore narrowing the participation gap in college-level coursework.</p>	
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>By 2018, the percentage of WBLAHS graduates who are enrolled in developmental coursework during their first two years of post-secondary education will decrease from 21% to 15%. By 2018, these data will be available for our recent graduating class of 2016.</p>	<p>As a result of our new partnership with Century College, 99 students from the class of 2016 met the criteria in either Algebra 3 or Critical Reading enabling them to bypass the Accuplacer, bypass developmental coursework in math and reading, and begin college credit-bearing coursework as they enter college.</p>	<p>Goal in Progress- On track for achieving this goal.</p>
<p>For the 2015-16 school year, the percentage of WBLAHS and ALC students registered in at least one career pathway course will increase from 3% to 5%.</p>	<p>Thirty-five students participated in the Manufacturing and Construction pathways at South and the Area Learning Center in 2015-16. This year, 107 students are participating in our career pathways program.</p>	<p>Goal Met</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>The percentage of students graduating, within four years will increase from 89% in 2014-15 to 90% in 2016-17.</p>	<p>World’s Best Workforce legislation requires districts to report 4-year graduation rate for students who have attended our schools at any time during their high school years. WBWF legislation establishes a 90% 4-year graduation rate goal. The</p>	<p>Goal Met</p>

	<p>estimated graduation rate for 2016 is 90.1% (564 of 626 students) with 3% (21 students) continuing to attend White Bear schools and 7% (41 students) withdrawn without attending a new school. In the winter of 2016, WBLAS conducted an in-depth analysis of our system for tracking students who leave the district before graduation with a goal of bringing back students who are not enrolled in other districts and increasing the accuracy of our tracking protocol. Our new tracking protocol is intended to intervene with students who leave our schools before graduation, moving students from the “Withdrawn” category to either the “Graduate” or “Continuing categories”, and help us find additional withdrawn students who have moved to other educational institutions, with the goal to increase our graduation rate.</p>	
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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.]

<p>WBLAS utilizes multiple metrics to measure student success in the areas of academic growth, academic proficiency, and student engagement and inform district, building, and individual goals related to student learning. District leadership continues to respond to feedback from students, parents and teachers regarding intentional use of assessments to adjust instruction and increase student learning.</p> <ol style="list-style-type: none"> 1. Reading Proficiency: the percent of students who meet/exceed state standards on MCA (grades 3-8, 10) 2. Grade Level Reading: the percent of students scoring more than one year below grade level on MAP Reading (grades 1-8) 3. Math Proficiency: the percent of students who meet/exceed state standards on MCA Math (grades 3-8, 11) 4. Grade Level Math: the percent of students scoring more than one year below grade level on MAP Reading (grades 1-8)

5. **Student Attendance:** The percent of students who are in attendance more than 95% of days (grades K-12)
6. **Student Discipline:** The percent of students with less than 5 disciplinary infractions recorded in Skyward (grades K-12)
7. **On-track to Graduate:** Percent of students who have not fallen behind in credit attainment (grades 9-12)
8. **Concurrent College Enrollment:** Percent of seniors who have participated in at least one college-level class

4. Systems, Strategies and Support Category

4a. Students

In 2015, elementary school teams participated in professional development. A multi-tiered system of supports is most effective when 80% of students are fully supported by core classroom (tier 1) instruction; 15% receiving additional small group supports (tier 2); and 5% of students receiving small group and one-to-one intensive interventions (tier 3). In 2015-16, 13% of White Bear elementary students displayed a need for additional tier 3 intensive intervention in reading while 5% displayed a need for tier 3 support in math.

Ninth Grade Academy provides a small learning community for a selected group of 9th graders to bridge the transition from middle to high school. In 2015-16, *the Academy* students had a 24% reduction in behavior referrals compared to 8th grade and the *Academy* had a lower fail rate (2% fail rate) compared to the fail rate (4%) for all ninth grade students.

There was high growth in participation across all demographic groups with underrepresented student groups increasing at a greater rate and therefore narrowing the participation gap in college-level coursework. Support systems for new students were put in place during the summer of 2016. Ninety students participated in the 3-C's Boot Camp.

4b. Teachers and Principals

Comprehensive Professional Development in Equity

WBLAS established a comprehensive focus on equity to improve instruction, curriculum, teacher development and evaluation, and principal development and evaluation. District leadership, building leadership, and teams of teachers were engaged in ongoing learning on equity and leadership during the 2015-16 school year. Forty-five district and building leaders participated in equity leadership and coaching training during seven sessions throughout the school year. Thirty-five district and building leaders participated in University of Minnesota's Equity Alliance conference in June, 2016- more participants than any other school district in the state. Teams of teachers from all elementary schools (52 participants) engaged in training for Data Coaching and Collaborative Inquiry with an equity focus in June, 2016. In preparation for the 2016-17 school year, all Literacy Coaches and Digital Literacy Coaches were engaged in coaching training with an equity focus. All secondary educators participated in equity training and AVID strategy training during workshop week. Equity-focused professional development for over 50 district leaders will continue during five sessions throughout the year, and elementary site teams will continue professional development in data/collaborative inquiry through an equity lens throughout the school year.

4c. District

Instructional Technology Integration

The third phase of the technology 1:1 devices expanded implementation to grades 6-12. Technology coaches and mentors supported teachers in using technology to personalized learning and to address 21st Century skills (collaboration, communication, creativity and critical thinking)

Collaborative Inquiry and Planning

Each building school improvement team participated in a two-day data retreat where disaggregated data was studied, reflected upon and used to develop building continuous improvement goals. Each building identified a collaborative leadership team to establish building goals, student learning goals, monitor progress and adjust instructional strategies to assist students in meeting their learning goals.

Collaboration Professional Learning Community (PLC) models were piloted at several elementary buildings, and a literacy coaching model was approved by the school board for implementation in 2016-17. School teams participated in a summer data retreat to develop action plans, with a focus on literacy.

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.

WBLAS has one racially identifiable school: Willow Lane Elementary. We have reviewed the breakdown of the number of teachers at Willow Lane who have a Master's degree and their years of service/experience.

In addition, the District has supported Willow Lane due to our demographic needs. For example:

- *The reallocation of Intervention resources based on the student needs*
- *Increased funding for PD to increase teacher quality such as Student Engagement Training and STEM Training, and Cultural Competency Training*
- *Increased funding for integration with other students/teachers for unique experiences*
- *Support for planning using disaggregated data to inform instructional practices to better meet student learning outcomes*