2016-17 World's Best Workforce Report Summary

District or Charter Name: White Bear Lake Area School District
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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

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.whitebear.k12.mn.us/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 25, 2017 – Work Study Session (Matches intent of author)

Monday, October 9, 2017 – 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.]

➢ Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
James Barnett	Support Staff
Christy Bartlett	Parent
Jan Chamberlin	Parent
Kim Chapman	Community Resident/Parent
Marisol Chiclana-Ayala	Parent
Jessica Ellison	Parent
Lyn Haselmann	Parent
Angie Jones	Parent
Victoria Leoni	Parent
Dr. Michael Lovett	Superintendent
Ann Malwitz	Teaching and Learning Coordinator
Myron Medcalf	Parent
Brian Morris	Assessment Coordinator

➢ Continued

District Advisory Committee Member	Role in District
Don Mullin	Community Resident/Parent
Sara Paul	Assistant Superintendent
Jill Pearson	Teaching and Learning Coordinator
Jan Peterson	Parent
Cami Raeburn	Parent
Nancy Roth	Community Resident
Dan Schmidt	Principal/Parent
Dawn Segermark	Parent
Leslie Sieleni	Parent
Nancy Thom	Teacher/Parent
Malia Yang-Xiong	Support Staff
Bryana Sherrick	Student
Hakeem Martins	Student
Tim Schochenmaier	Principal

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 School

Goal	Result	Goal Status
In 2016-17, the number of children age 3 – 5 participating in early childhood screening will increase by at least 3% over the number of children screened in 2015-16.	In 2016-17, 667 children age 3-5 participated in early childhood screening. This represents a 7.8% increase in the number of students screened over 2015-16. In 2015-16, 619 students participated in early childhood screening.	*Check one of the following:* X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
The percentage of grade 3 students proficient on the MCA-III Reading assessment will increase by at least 3 percentage points, from 64.7% in 2016 to above 67.7% in 2017.	(see tables below)	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

MCA Reading, Gr3	White Bear	MN
2016	64.7%	58.3%
2017	65.0%	57.6%

MCA Reading Gaps, Gr3	Asian	Hispanic	Black	Two or more races	ELL	SpEd	FRL
2016	32.3%	21.6%	24.2%	21.6%	51.4%	16.5%	25.6%
2017	10.1%	15.3%	21.9%	11.1%	21.7%	21.2%	27.4%

We did not meet our goal of a 3 percentage point increase for 2017. We did make a 0.3 percentage point increase, from 64.7% of 3rd grade students reaching proficiency on MCA-III Reading in 2016 to 65.0% proficient in 2017. This was in a year when students across the state had a 0.6 percentage point decrease. We also had a narrowing of proficiency gaps across all racial/ethnic demographics and for ELL students.

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

Goal	Result	Goal Status
By 2017-18, participation in concurrent enrollment courses for all racial/ethnic and socio-economic groups will mirror the participation rate of our benchmark group. Our benchmark group (the group with the proportionally highest presence) in these courses is White students from mid/high income families. Our goal participation rate in 2016 was 51%, in 2017 was 61%, and will be determined by benchmark group course registrations for 2018.	We are on track for meeting this goal by 2018. In 2017, three of our nine demographic groups closed the participation gap in these courses – Asian Med/High Income, Hispanic Med/High Income, and American Indian Med/High Income. All nine groups narrowed the gap in 2017 compared to 2016, even with the higher 61% participation goal in 2017.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
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 24% to 15%. By 2018, this data will be available in SLEDS for the class of 2016.	We are progressing towards this goal. The percent of White Bear graduates who have taken developmental coursework has steadily decreased for three years: 30% of 2013 graduates took developmental classes, 24% in 2104, and 22% in 2015. Our goal of 15% of the class of 2016 needing to take developmental coursework is attainable.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)*
By the 2017 school year, the percentage of WBLAHS and ALC students registered in at least one career pathway course will increase by three percentage points, from 3% in 2016 to 6% in 2017.	We have met the second goal for 2017. 107 students participated in at least one Career Pathways course in 2017. 107 students represents 9% of our students in 11th and 12th grade at White Bear South and White Bear Alternative Learning Center.	X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
The percentage of students graduating within four years will increase by one percentage point, from 91% in 2015/16 to 92% in 2016/17.	Official graduation rates for 2017 are not released by MDE until February, 2018. Therefore these results are based on estimates completed by White Bear Lake Area Schools. Based on our estimates, we will not reach this goal in 2017. We estimate that 87.7% (513 out of 585) of White Bear students graduated in 4 years in 2017. We also estimate that 3.8% of the class of 2017 has withdrawn and 8.5% are continuing their education in	*Check one of the following:* ☐ *Goal Met* X☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

	White Bear schools. While the 4-year graduation rate has decreased, our percent of students who withdraw has decreased (from 4.5% to 3.8%) and the percent of students who continue to be served by our schools has increased (from 4.5% to 8.5%)	

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.]

WBLAS utilizes multiple metrics to measure student success in the areas of academic growth, academic proficiency, and student engagement. We use these measures to inform district, building, and individual goals related to student learning. Needs were identified and goals were set in three areas:

1. Reading Proficiency: A need for growth in student reading proficiency (grades K-8) was identified based on relatively flat MCA proficiency rates across grade levels. District-wide MCA Reading proficiency has remained at approximately 65% since 2014. Building teams also identified need based on MAP reading growth data, FAST fluency data, and student Oral Reading Records.

2. Participation in College and Career Pathways: A need for increased and equitable participation in college level courses and career pathway courses (grades 9-12) was identified. Data used to identify need and create action plans was concurrent college enrollment participation and success rates, SLEDS data indicating developmental course participation rates, On-Track to Graduate rates, and Career Pathway enrollment data.

3. Closing achievement and participation gaps: A need for closing gaps between students of different demographic groups was identified. Data used to identify need and create action plans included disaggregated MCA proficiency rates in both Reading and Math, disaggregated student attendance and behavior referral data, disaggregated data on participation in college level and career pathway courses, and disaggregated course completion and graduation rate data.

4. Systems, Strategies and Support Category

4a. Students

1. Reading Proficiency: Student growth was assessed by the percent of students who reached proficiency on the Reading MCA, the percent of students who met growth targets on the MAP and MCA, and student year-end Instructional Reading level. Progress towards these goals was measured by regular MAP and Instructional Reading Level measurements along with classroom formative assessments. Instructional teams were able to monitor progress on disaggregated MAP data throughout the year. Year-end evaluation data for student progress is considered for all students and across 10 disaggregated demographic groups.
2. Participation in College / Career Pathway: Student progress was measured by the percentage of students who participated in at least one college level course or student pathway course before graduation, the percentage of students participating at any grade level during the year, and college credits / industry credentials earned. Student progress was observed through leading indicators of student success: adds and drops in these classes, quarterly student grades, count of students using supports provided for these courses. Increased participation by students from underrepresented student groups is a main component of this goal. Registration rates, participation rates, and credits earned are all examined through a racial/ethnic and socio-economic frame with a goal of all groups reaching the same benchmarks as our highest participating demographic groups.

3. Closing Achievement and Participation Gaps: Progress is measured through increased levels of achievement and participation, and narrowed gaps between groups. Success is assessed through increased MCA proficiency, decreased absences and student behavior referrals, increased participation in college and career courses, and increased course completion and graduation rates. Progress towards these goals are measured through monthly and quarterly assessment and student engagement data. Every measurement and examination of data is considered across 10 demographic groups with the goal of eliminating gaps between groups within the metrics.

4b. Teachers and Principals

Structures are in place in WBLAS to review and evaluate curriculum and instructional practice, including components of our teacher evaluation and principal evaluation systems. Teams of curriculum leaders meet monthly to work on a framework of MN standards alignment, aligning assessments to standards, content gap analysis, and evidence-based instructional practice. Literacy was the focus of alignment and assessment creation for grades K-2 in 2016/17.

Effectiveness of instruction was bolstered in 2016/17 through full implementation of multiple levels of support. Four Literacy Instructional Coaches support evidence-based practices in balanced literacy at 9 elementary schools. Four Peer Reviewers focus on supporting instructional practice for both non-tenured and tenured teachers at all grade levels. Six Digital Learning Specialists build teacher capacity using digital instructional resources. AVID instructional practices were developed with secondary level staff.

Teacher's student learning goals and evaluations were structured around the district focus areas. Teachers in grades K-8 wrote at least one literacy goal while high school teachers wrote goals for college / career readiness or the ACT. Evaluations completed by supervisors and observations by Peer Reviewers were based on the CLASS tool. The CLASS tool evaluates teachers based on observed interactions within the classroom.

Principal Evaluation: White Bear Lake Area Schools uses the McREL system for the continuous improvement and evaluation of principals. McREL researchers examined over 5,000 studies of principal leadership and student achievement. There are three areas of balanced leadership linked to improving instructional practice and student outcomes:

Focus of leadership involves accurately and pro-actively targeting appropriate areas for school improvement.

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

4c. District

Technology structures (Digital Learning Specialists and one-to-one classrooms) were implemented in 2016/17 in WBLAS to increase student engagement, enhance teacher instruction, and support collaboration between students and between teachers. Digital Learning Specialists coach teachers in the use of technology tools for classroom

differentiation, development of 4 C's (Critical thinking, Communication, Creativity, Collaboration) into instructional practice, and teacher collaboration around student data. Our technology structures address gaps in student achievement and participation by helping teachers identify student needs through data and differentiating instruction based on that need. Our one-to-one initiative provide teachers the tools for increased access to the collection and display of formative classroom data while the coaching provided by our Digital Learning Specialists help create a culture of collaboration around student data paired with changing instructional strategies based on that data.

A structure to support Collaborative Inquiry Teams (CIT's) was begun during the 2016/17 school year. Teacher leaders and principals at every building were trained in Data Driven Dialog - a process for the examination of student formative data with an equity focus. At the elementary level, grade level teams met weekly during the year to collaborate around student data and adjust instruction based on that data. At the secondary level, collaborative teams met to create common student assessments which will provide the evidence of learning necessary to address gaps in student understanding. In 2016/17, the school board approved a calendar which would allow for additional quarterly teacher collaboration time during the 2017/18 school year.

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 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. District-wide, at the secondary level, 17% of staff have between 1 and 5 years of experience and 73% have a master's degree. At the elementary level, 19% of our staff have between 1 and 5 years of experience and 70% have a master's degree. Willow Lane Elementary is near the average among our elementary schools on both metrics, with 23% of staff having 1 to 5 years of experience and 65% having a master's degree.

In addition, the District has supported Willow Lane due to our demographic needs. For example:
● The reallocation of intervention resources based on student needs
● Increased funding for professional development to increase teacher quality such as Student Engagement

Training, 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