Minnesota Department of

Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Saint Paul Public Schools
Grades Served: PreK-12
Contact Person Name and Position: Jackie Statum Allen, Asst. Dir for Strategic Planning and Policy

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.]

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

- *http://www.spps.org/Page/2976*

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.]

- *December 13, 2016*

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.]

- *SPPS Parent Advisory Committees (PACs) are composed entirely of parents with district administration assigned to support and facilitate. The District Parent Advisory Committee (DPAC) includes representatives from nine Parent Advisory Committees that represent specific racial/ethnic and student needs groups. The other PACs are: Hmong PAC, Latino Consent Decree, American Indian PAC, Somali PAC, Karen PAC, Parents of African American Students Advisory Committee, Special Education Advisory Committee, Gender and Sexual Diversity Parent Advisory, and Green and Healthy Kids Advisory.*

- *There are also the Advisory Staff Development Committee, which includes a mix of parents, teachers, and administrators. The Student Engagement and Advancement Board is made up of students.*

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
Provide the established SMART goal for the 2015-2016 school year. 70% of PreK students achieve letter recognition target as measured by PALS assessment, during the 2015-16 school year.	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* SY2015-16 result: 70%	*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
Provide the established SMART goal for the 2015-2016 school year. 45% of 3rd graders are proficient in Reading as measured by the MCA + MTAS	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* SY2015-16 result: 37%	*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*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. Reduce gap between highest and lowest performing groups to 30 percentage points or less as measured by the Reading MCA + MTAS assessments for all students	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* SY2015-16 results: 45 percentage points	*Check one of the following:* ☐*Goal Met* X *Goal Not Met* ☐*Goal in Progress (only for multi-year goals)*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. Proportionality ratio (student group % of those enrolled or passing classes / % of student group in the district) for Advanced CTE course enrollment and Advanced Course pass rate is 0.55 or greater for all racial groups	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* SY2015-16 results: • Advanced CTE enrollment - lowest proportionality ratio: 0.92 • Advanced Courses passing- lowest proportionality ratio: 0.61	*Check one of the following:* X *Goal Met* ☐*Goal Not Met* ☐*Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year. 60% or more students graduate in four years	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.* • SY2015-16 results: 75%	*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 grade 12*

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.]

- *List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs.*
  Limit response to 200 words.

➢ *Based on MCA/MTAS scores, more supports and strategies need to be employed to:*
- *Raise the proficiency of students of color and close the gaps between white students and students of color.*
- *Raise 3_{rd} grade proficiency in reading and math for all students*
- *Raise proficiency in reading, math, and science for all students, based on MCA/MTAS scores*

➢ *Based on data on the of the number of students who fail two or more core classes, more support is needed for secondary students to pass core classes. Ninth graders should be targeted for the supports. (District developed Focus on Freshmen program.)*

- *The following data are in standard reports in all School Improvement Plans (SCIPs) where available, e.g., no grades/marks data for elementary schools, disaggregated by student group and grade, level and subject, where applicable:*
  - *MCA proficiency and growth*
  - *ACCESS proficiency level and growth*
  - *Chronic Absenteeism (0-4, 5-7, 8-10, 11+, days absent)*
  - *Grades/Marks (A-F) distribution, Credit Loss (2+ core courses failed), Grade 8 Algebra Completion, Core Course Pass Rate - Secondary (grades 6-12) only*
  - *Suspensions*
  - *Early Literacy (Mondo) assessment*
  - *IGDI Pre-Kindergarten Literacy Assessments*

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
    - *Process for assessing and evaluating student progress ard meeting state and local academic standards.*
    - *Process to disaggregate data by student group.*

- *Professional learning communities (PLCs) use student achievement data throughout the year to guide instruction and support student progress toward academic standards.*

- *Data from MCA testing are prominent method for assessing district and school progress towards meeting standards, as are other metrics such as course enrollment and pass rate, elementary literacy assessments, math benchmark assessments and program participation.*

- *Data are routinely disaggregated by race and other demographic factors such as eligibility for Free/Reduced Lunch, Special Education, and English Learner status.*
    - *SCIP data reports present major race/ethnic and other student groups, in addition to grade level and subject area for course data.*
    - *Data systems allow teachers, support staff, and leaders to disaggregate by student characteristics when monitoring and analyzing data.*
    - *The VisionCard monitoring and reporting system includes many metrics that are disaggregated by student group, with a particular focus on racial proportionality and disparity.*

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4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
  - *System to review and evaluate the effectiveness of:*
    - *Instruction*
    - *Curriculum*
    - *Teacher evaluations*
    - *Principal evaluations*

- ***Peer Assistance Review (PAR) program** provides assistance to tenure-track teachers and tenured teachers through a cooperative relationship with a consulting teacher under the supervision of the Peer Assistance and Review Board. Surveys on effectiveness are administered to all participants.*

- ***Teacher Development and Evaluation (TD&E) program** is a program that creates an opportunity for educators to set goals for themselves and work towards those goals to impact student learning. Evaluation of educators offer regular, constructive feedback from well-trained peers and administration that promotes student learning, support educators' growth and development, and provide recognition of exceptional work.*

- ***Principals, assistant principals, and administrators receive performance reviews** annually. These include goal setting, observations, and evaluation of performance according to position specific competencies. The process also includes mid-year evaluations.*

- ***Professional development** at SPPS is robust with many offerings for teachers, administrators, and support staff. PD guidance includes joint committees of administration and teachers, as well as content-area experts, including the Advisory Staff Development Committee.*

- *There is an ongoing **Curriculum Advisory Review process**, which includes a curriculum review committee and staggered reviews and adoptions of new curriculum according to an established cycle.*

4c. District

Personalized Learning *provides multiple ways for students to gather and share information, making lessons more relevant to a child's race, background or experience and allows for integrating technology to allow new approaches to problem-solving. Through student learning in a 1:1 iPad environment, both teaching and learning are enhanced by personalized learning supports.*

Professional Learning Communities (PLCs) *are available for teachers through deliberate resourcing of schools, which allow for groups of teachers to meet on a regular basis to review student data, collaboratively plan and develop solutions for best meeting student needs.*

Positive Behavioral Interventions and Support (PBIS) *is a framework for schools to create and sustain positive school environments.*

Strong Schools, Strong Communities 2.0 *is the district's strategic plan working towards three goals of Achievement, Alignment, and Sustainability. These goals are supported by five focus areas. VisionCards are the monitoring and reporting system in which progress towards meeting goals for over 70 metrics are reported to the Board and public throughout the year.*

Ongoing Principal and Assistant Principal professional development. *Under the Office of Leadership Development, building administrators received ongoing PD throughout the school year.*

Leadership Team Support *for Priority and Focus schools assists them in developing their school leadership teams, facilitating data mining, needs assessment, and root cause analysis in a continuous improvement process to ensure high-quality instruction is provided for all students.*

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.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
  - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
  - *Limit response to 200 words.*
- In order to meet the goals of the WBWF, Saint Paul Public Schools annually reviews the 3 year retention rate of new teacher hires. The goal is to have 80% of new hires successfully complete 3 years as this is the time needed to establish tenure (a key factor in the current definition of excellent teacher).
- Further, the district also looks to see what number of schools have higher than 40% probationary staff. The correlation is that access to inexperienced teachers for 3 consecutive years is proven to negatively impact learning. By monitoring the number of schools with high probationary staff we lower the chance that a student will be exposed to an inexperienced teacher for 3 consecutive years.
- Finally, in 2015 and again in 2017 the district will seek to negotiate tenure balancing language into the teacher cba. The goal of this provision would be to balance tenure across the district through an administrative transfer process. Thus ensuring similar teacher experience in our highest and lowest poverty schools.