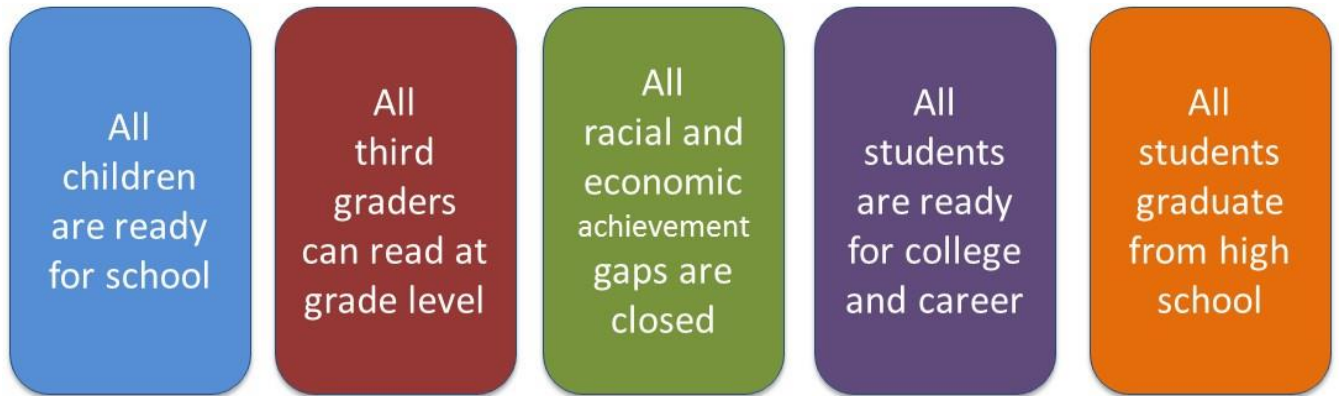


Saint Paul Public Schools – World’s Best Workforce Annual Report for School Year 2016-17

The World’s Best Workforce (WBWF) Plan is required by Minnesota statute, section 120B.11. The aim of the statute is to ensure every school district is making strides to improve student performance. The ultimate goal is to ensure Minnesota’s students in the future will become the “world’s best workforce.”

The WBWF plan must address the following five goals:



Listed below are the SPPS’s metrics under each of the WBWF goals and results for the 2016-17 school year, along with some of the district programming that it meant to support improvement in student outcomes in that area.

WBWF Goal: All children are ready for school

Metric: 70% of students show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment

SY2016-17 result: 80%

| All Children Ready to Learn | |
|--|--|
| Programs/Initiatives | Program Description |
| Pre-K | Full and half-day programs available at schools across the district. Additional Pre-K seats are made available each year |
| ECFE | Early Childhood Family Education (ECFE) provides classes for children (birth to Kindergarten) and their parents |
| ESCE | Early Childhood Special Education provides services for eligible children ages birth through Kindergarten |
| Kindergarten summer transition program | Program to support Kindergarten readiness for students who have had limited experience in classroom settings |
| Job embedded coaching | Professional development opportunities for early childhood educators |

WBWF Goal: All third graders can read at grade level

Metric: 43% of third graders are proficient in Reading by 2019 as measured by the MCA + MTAS.

SY2016-17 result: 34%

| All Third Graders Reading at Grade Level | |
|--|--|
| Programs/Initiatives | Program Description |
| Specialized programs with Articulations | SPPS offers 14 specialized magnet programs including: language immersion, arts, science, and Montessori. |
| Alternative education opportunities: Extended Day Learning and S-Term | Extended Day Learning (EDL) and S-Term provide additional learning opportunities for students outside of the regular school day or school year |
| Reading intervention teachers | Licensed teachers provide targeted support for students who need supplemental services in order to improve towards grade level proficiency |
| Reading content coaches | Job embedded professional development for teachers to expand skill set and effectiveness in reading instruction |

WBWF Goal: All Racial and Economic Achievement Gaps are Closed

Metric: Reduce the range between the student groups with the highest average proficiency and the lowest average proficiency in reading as measured by the MCA III to 30 percentage points or less.

SY2016-17 results: 52 percentage points

| All Racial and Economic Achievement Gaps Are Closed | |
|--|--|
| Programs/Initiatives | Program Description |
| Racial Equity Professional development | PD for SPPS staff including: Beyond Diversity, Culturally Responsive Teaching, and Administrators' Academy |
| School-specific work led by school Equity Teams | School equity teams are a collaboration of school administration and staff to support and develop racially equitable teaching and learning |
| Parent Academy | participants with tools to support their students and partner with schools |
| Parent Advisory committees | recommendations regarding the education and needs of specific student groups |
| Reading and Math intervention teachers | supplemental services in order to improve towards grade level proficiency |
| Reading and Math content coaches | Job embedded professional development for teachers to expand skill set and effectiveness in reading and math instruction |
| EA's supporting English Learners | Bilingual education assistants that work along side classroom teachers to support English language skills of emergent bilinguals |

WBWF Goal: All Students are Ready for College and Career

Metric: 75% of students who have completed Naviance components for grade level (grades 9 - 12)

SY2016-17 results: 76%

| All Students are Ready for College | |
|--|---|
| Programs/Initiatives | Program Description |
| Focus on Freshman | A program that gives freshmen students the support they need to get connected at high school and stay on-track to graduate on-time |
| Naviance | A tool used by secondary students that assists students in planning for college and career |
| Specialized courses such as: CTE, AP, IB, and AVID | including dual credit efforts programs such as: Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP), and AVID |

WBWF Goal: All Students Graduate from High School

Metric: 70% or more students graduate in four years

SY2016-17 results: 75%

| All Students Graduate from High School | |
|---|---|
| Programs/Initiatives | Program Description |
| AVID | Advancement Via Individual Determination (AVID) courses, tutors and professional development prepares secondary students for college and other post-secondary opportunities |
| Supports (PBIS) | environments |

Additional District Programming

| Programs/Initiatives | Program Description |
|---|---|
| Student learning in a 1:1 iPad environment | Personalized Learning, which is an instructional strategy that tailors teaching and learning to Saint Paul Public School's diverse student body, will be supported through the distribution of iPads to students |
| Professional development for teaching in a 1:1 iPad environment | A menu of PD classes and resources have been provided to teachers and school administrators to support providing instruction in a 1:1 iPad environment |
| Positive Behavioral Interventions and Supports (PBIS) | Framework for schools to create and sustain positive school environments |
| Peer Assistance Review (PAR) program | The 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 |
| Teacher Development and Evaluation (TD&E) program | 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 should 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. |
| Principal and administrator performance reviews | Principals, Assistant Principals and Administrative Interns, and district administrator receive performance reviews annually |
| Facilities Master Plan | A comprehensive study to develop a 10-year Facilities Master Plan (FMP) to ensure school buildings are able to meet the 21st century learning needs of students |

Next Steps

While there are bright spots of promising progress in student outcomes in the district, there are also areas of significant concern, such as reading and math proficiency and the disparities in achievement across racial groups. To drive strong student outcomes across schools, grade levels, and classrooms SPPS is embarking on the development the next strategic plan. This new plan will also align to the requirements of WBWF state statutes.