Minnesota Department of

Education

2014-2015 World's Best Workforce Report Summary

District or Charter Name   Saint Paul Public Schools #625
Contact Person Name and Position   Jackie Statum Allen, Asst Director – 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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

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://accountability.spps.org/spp*

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.]

> *November 17, 2015*

> *Meeting minutes will be available on December 15, 2015*

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 District Parent Advisory Committees are composed entirely of parents with administrations to support and facilitate. The members are: Ahmed Hassan, Cher Her, Chi Yey Htoo, Elaine Gillespie-Blevins, John Horton, Jorea Webb, Laurie Harper, Lynn Shellenberger, Lynne Kolze, Michael Gray, Michael Robinson, Rose Lewis, Lisa Gale, Robin Tushaus, Sandra Huge, Sarah Stocco, Trisha Willette, and Xong Vang

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

These are a selection of the SPPS goals set in our World's Best Workforce plan. See attached card for full list	**2014-2015 Goals**	**2014-2015 Goal Results**
All Students Ready for Kindergarten	*Mondo Bookshop Assessment, Fall 2014.* *Target: 75% at or above Benchmark Target*	*Oral Language: 71%* *Phonemic Awareness: 53%* *Print Concepts: 66%*
All Students in Third Grade Achieving Grade-Level Literacy	*MCA+MTAS 3rd Grade, Proficiency* *Target: 75%*	*Reading: 37%* *Math: 46%*
Close the Achievement Gap(s) Among All Groups	*MCA+MTAS (total grades), Largest % gap between race/ethnic groups* *Target: <10 percentage points*	*Reading: 44 points* *Math: 44 points* *Science: 46 points*
All Students Career- and College-Ready by Graduation	*Advanced courses (grades 6-12) Proportionality ratio by race* *Target: > .75 for all groups*	*American Indian: 1.4* *Asian: 1.0* *Black: 0.76* *Hispanic: 0.84* *White: 1.4*
All Students Graduate	*% of students graduating in four years* *Target: 80%*	*All: 76%* *American Indian: 52%* *Asian: 78%* *Black: 69%* *Hispanic: 69%* *White: 84%*

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.]

> *More needs to be done to raise the proficiency of students of color and close the gaps between white students and students of color, based on MCA/MTAS scores*

> *More needs to be done to raise 3rd grade proficiency in reading and math for all students, based on MCA/MTAS scores*

> *More needs to be done to raise proficiency in reading, math, and science for all students, based on MCA/MTAS scores*

- ➢ *Need to continue making progress in giving students opportunities to participate in career programs and internships*
- ➢ *More support needed for secondary students to pass core classes based on data on the of the number of students who fail two or more core classes*
- ➢ *Greater ECFE participation is needed for families of future Asian and Black students*

Systems, Strategies and Support Category

Students
- ➢ *Data is routinely disaggregated by race and other demographic factors such as eligibility for free/reduced lunch, special education and ELL status. The VisionCard monitoring and reporting system includes many metrics that are disaggregated by student group.*
- ➢ *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, and program participation.*
- ➢ *Please see the attached list for more information about the support programs and initiatives that are listed in bullets below:*
  - o *Multi-tiered Systems of Support (MTSS)*
  - o *Positive Behavioral Interventions and Support (PBIS)*
  - o *Racial Equity Transformation*
    - ▪ *School equity teams*
    - ▪ *Racially equitable curriculum*
  - o *Personalized Learning*
    - ▪ *Student learning in a 1:1 iPad environment*
  - o *College and Career*
    - ▪ *Focus on Freshmen*
    - ▪ *Naviance*
    - ▪ *AVID*
  - o *Programs and Pathways*
    - ▪ *Specialized magnet programs*
    - ▪ *PreK*
    - ▪ *Extended Day Learning*
    - ▪ *Summer Term*

Teachers and Principals
- ➢ *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
- ➢ *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.*

➢ *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.*

District

➢ *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*

➢ *Parent Academy is a program for parents/guardians of SPPS students that provides participants with tools to support their students and partner with schools in their education. Participants complete program evaluations regarding effectiveness of the program.*

➢ *Multi-tiered Systems of Support (MTSS) is an ongoing process of using performance and other data to guide instructional and intervention decisions.*

➢ *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: Racial Equity Transformation, Personalized Learning, Ready for College and Career, Excellent PK12 Programs with Connected Pathways, and Systems that Support a Premier Education. 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.*

➢ *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. Both teaching and learning are enhanced by personalized learning supports.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:
- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.