



World's Best Workforce and the Every Student Succeeds Act

House Education Policy Committee

January 15, 2019

- The Every Students Succeeds Act (ESSA) State Plan Development Process
- Vision and Priorities from Stakeholders
- World's Best Workforce (WBWF)
- North Star
 - Data Reporting
 - School Recognition
 - Accountability and Support

Timeline

December 2015:
Every Student Succeeds Act signed into law.

April - May 2016: Topical informational meetings.

September 2017: Submit Minnesota State Plan to U.S. Department of Education.

August 2016 - May 2017: Committees convene.

Dec. 2015 Jan. 2016 Feb. 2016 March 2016 April 2016 May 2016 June 2016 July 2016 Aug. 2016 Sept. 2016 Oct. 2016 Nov. 2016 Dec. 2016 Jan. 2017 Feb. 2017 March 2017 April 2017 May 2017 June 2017 July 2017 Aug. 2017 Sep. 2017

January 2016 - August 2017: Stakeholder meetings and public feedback on State Plan.

June - July 2017: State Plan preparation.

August 2017: Public comment period.



More than
300
statewide
meetings

Stakeholder Engagement

- Working with students, families, educators, administrators, advocates, tribal leaders, community members and policy makers
- Committees, regional meetings, community meetings, survey, Twitter Town Hall, focus groups and more

Vision and Priorities from Stakeholders

- Equity and a focus on every Minnesota student, pre-K through grade 12
- Federal ESSA plan in support of state World's Best Workforce
- Well-rounded education
- Support for schools and districts
- Transparency in reporting



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

WBWF Requirements

Comprehensive, long-term strategic plan focused on:

- School readiness.
- Third grade literacy.
- Achievement gaps.
- Graduation.
- Career and college readiness.

Annual report and annual public meeting

- Annual report posted to website.
- Meeting to review progress with stakeholders.

Summary of annual report - submitted to MDE

- Submit between Oct 15 and Dec 15.

For Identified Districts

- Identify improvement strategies and use of general education revenue to support the strategies

WBWF: Strategic Planning

- School boards adopt a **comprehensive, long-term strategic plan** to support teaching and learning aligned to these five areas:
 - Meet school readiness goals;
 - Have all third-grade students achieve grade-level literacy;
 - Close the academic achievement gap;
 - Have all students attain career and college readiness;
 - Have all students graduate from high school.
- The strategic plan also focuses on equitable access to experienced, effective, in-field, and diverse teachers.

WBWF: Stakeholder Engagement and Continuous Improvement

- Convene a District Advisory Committee of representative stakeholders.
- Publish an annual report each year reflecting on the prior school year.
- Engage in dialogue with stakeholders at an annual public meeting.
- Submit a summary of the annual report to MDE each year.
 - MDE reviews and provides feedback to districts.

WBWF: Accountability and Support

- Commissioner must identify districts in any consecutive three-year period not making sufficient progress toward improving teaching and learning.
- Commissioner, in collaboration with the identified districts, may require the district to use up to two percent of its basic general educational revenue per fiscal year for commissioner-specified strategies and practices.



Reporting. Recognition. Accountability and Support.

- Transparent data reporting is a priority for stakeholders.
- In addition to data on test results and graduation rates, ESSA's new data reporting requirements include:
 - Equitable access to educators.
 - Discipline disparities.
 - Preschool enrollment.
 - Rigorous course-taking, college-going, and college credit accumulation.
 - Fiscal transparency.
- Data for foster care students and students experiencing homelessness added in some areas.

Minnesota Report Card Updates

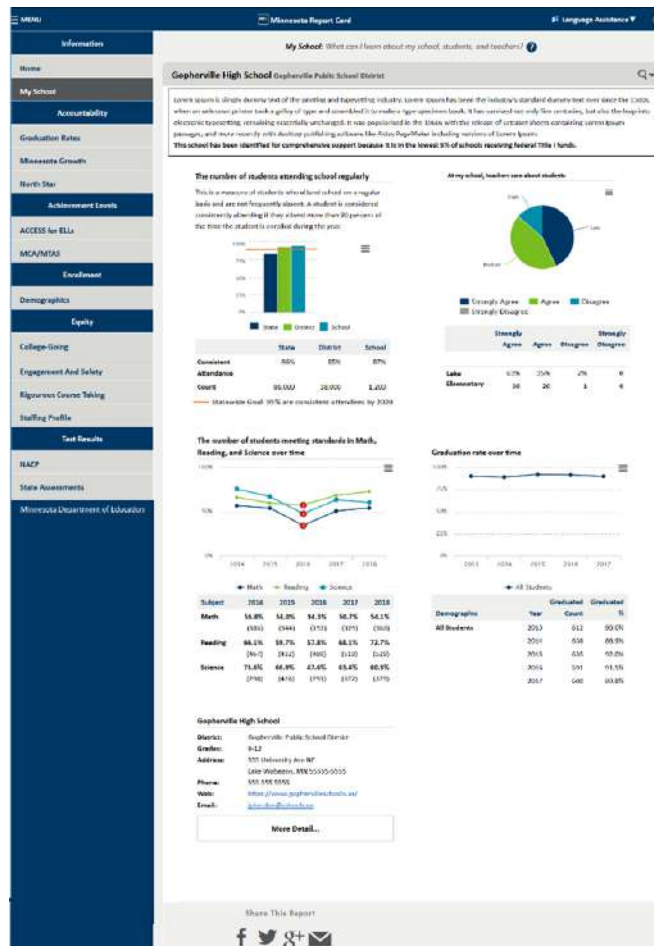
In December, navigation shifted to question-based, which was preferred by users during outreach.

| |
|-------------------------------------|
| MENU |
| My School |
| Using the Report Card |
| More About My School |
| Are students safe and engaged? |
| What challenging classes are taken? |
| Who are the students? |
| Who works here? |
| How is money spent? (Coming Soon) |



| |
|---|
| How Well are Students Doing? |
| Are students mastering standards? |
| Are English learners progressing? |
| How many students graduate? |
| How many students go to college? |
| How is Minnesota Doing? |
| How do we do on national tests? |
| Minnesota Department of Education |

Minnesota Report Card: My School Redesign



- At a glance summary of a school.
- Principal's message.
- Information about student perceptions, attendance, achievement, and graduation rates.

Minnesota Report Card: My School Redesign

Minnesota Report Card Language Assistance

My School: What can I learn about my school, students, and teachers?

Gopherville High School Gopherville Public School District

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

This school has been identified for comprehensive support because it is in the lowest 5% of schools receiving federal Title I funds.

The number of students attending school regularly

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

| Entity | Percentage |
|----------|------------|
| State | ~85% |
| District | ~95% |
| School | ~95% |

At my school, teachers care about students

| Response | Percentage |
|-------------------|------------|
| Strongly Agree | ~35% |
| Agree | ~45% |
| Disagree | ~15% |
| Strongly Disagree | ~5% |

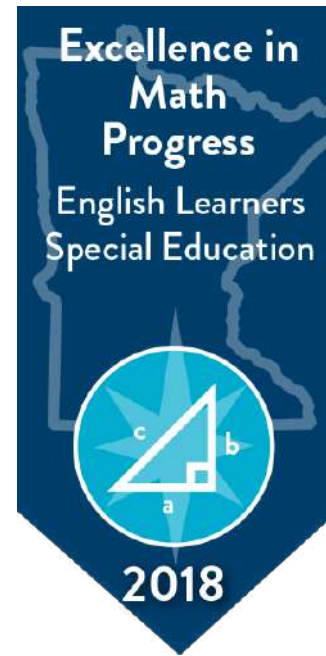
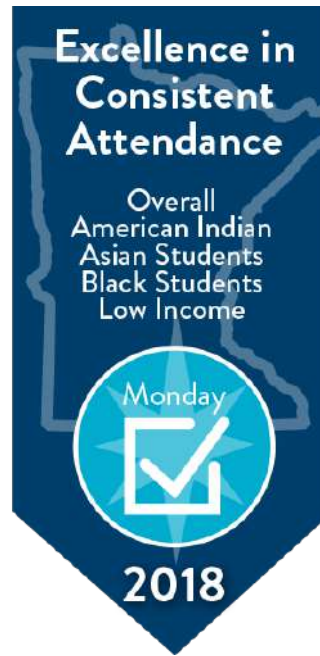
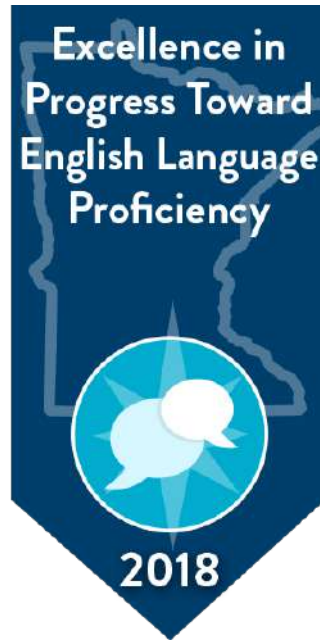


Reporting. **Recognition.** Accountability and Support.

Recognizing Schools

- In August 2018, 526 schools were recognized using the accountability indicators.
- We will continue expanding our recognition system to include other measures, such as school readiness, well-rounded education or career & college readiness.
- Schools can be recognized in multiple areas (“Badging” approach).

Initial Six North Star Recognition Badges



Potential Upcoming School Recognition Options

- High school student access to, and proportionate participation in, a **well-rounded educational experience**.
 - Arts, Career and Technical Education (CTE), Health and Physical Education, Social Studies, Science, Technology, Engineering and Mathematics (STEM), World Languages
- High school **career and college readiness**:
 - 9th grade credit completion rates, participation in rigorous high school courses, CTE concentrators, need for developmental education in college, college completion, graduates earning a livable wage

Other Recognition Ideas from Stakeholders

- Improvement Over Time.
- Ready for Kindergarten.
- Safe, Happy, and Healthy.
- Credit and Dropout Recovery.
- Support Staff.

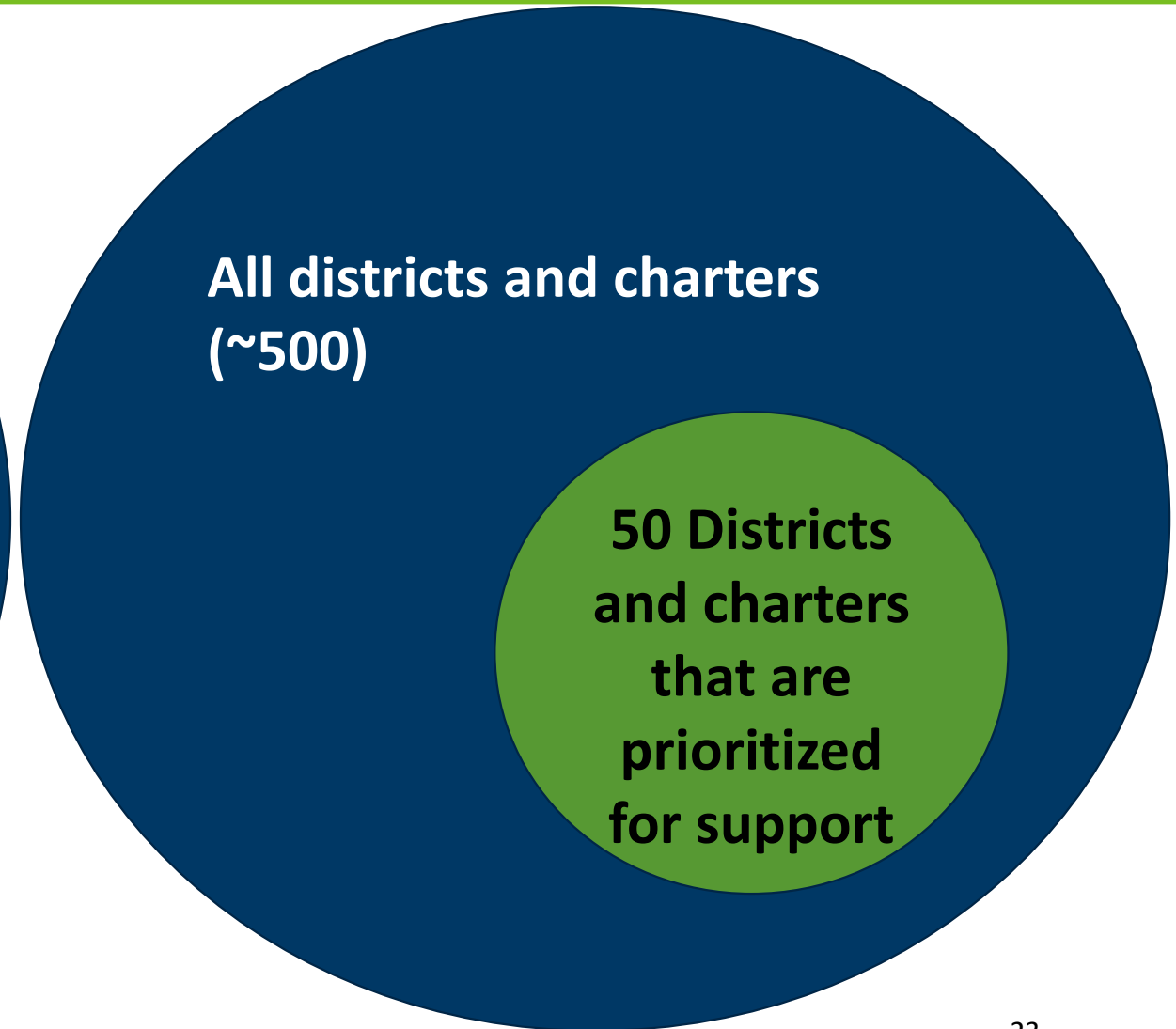
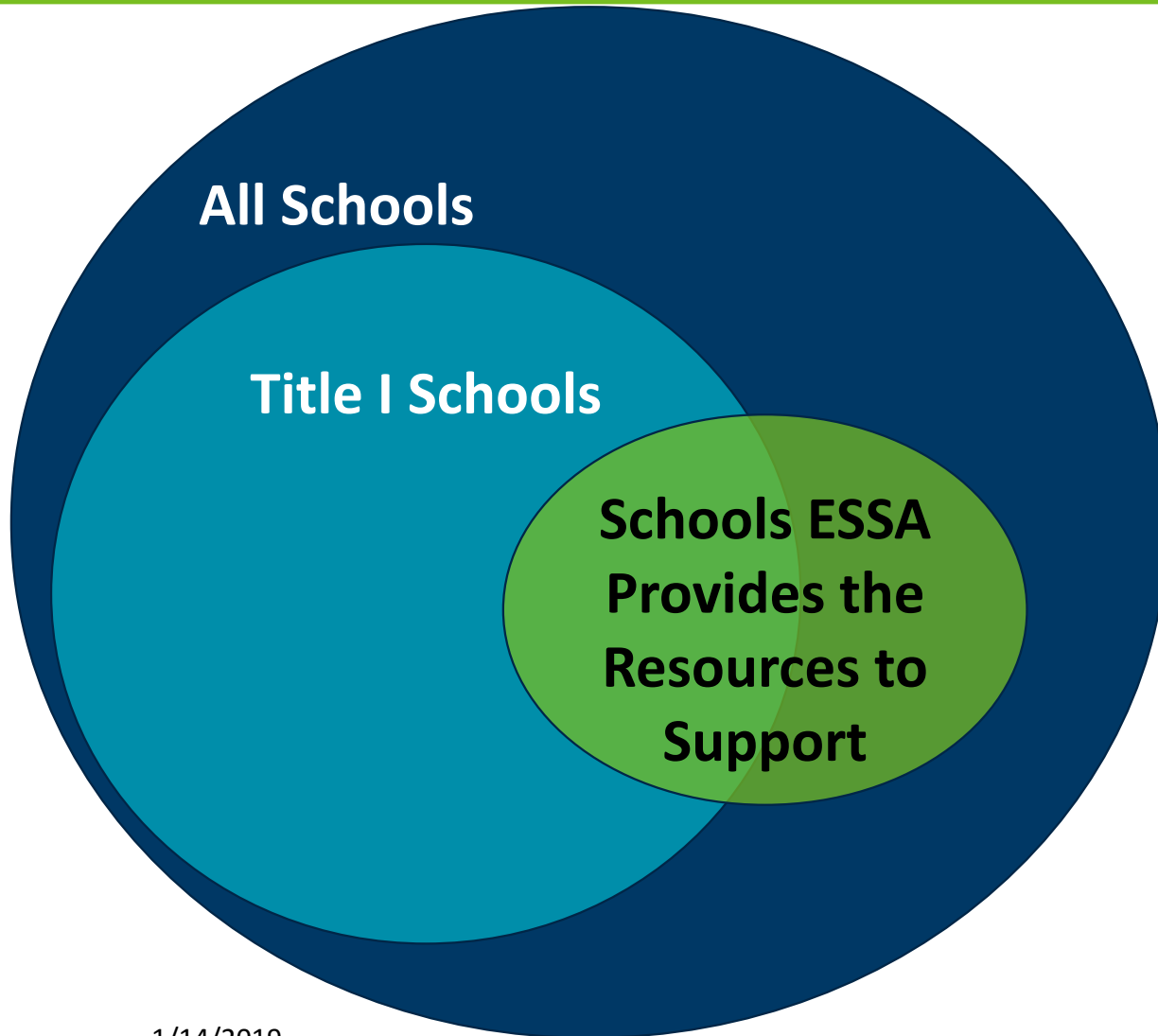


Reporting. Recognition. **Accountability and Support.**

North Star – Accountability & Support

- Identifies **districts** for support under the state's **World's Best Workforce** law.
- Identifies **schools** for support under the federal **Every Student Succeeds Act (ESSA)**.
- Uses **several indicators** grouped into **three stages** to prioritize for different **levels of support**.
- Keeps **indicators** separate and simple.
- Maintains a focus on **student groups**.

Prioritizing for Support



The Indicators



Academic Achievement

The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.



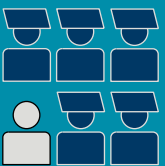
Progress Toward English Language Proficiency

The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.



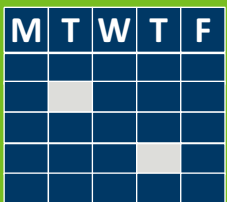
Academic Progress

A score based on students’ achievement levels from one year to the next. Calculated separately for **math** and **reading**.



Graduation Rates

The percentage of students who graduated in four years and seven years.



Consistent Attendance

The percentage of students attending more than 90 percent of the days they are enrolled.

The Three Stage Decision Process

Stage 1

Math Achievement

Reading Achievement

Progress Toward English
Language Proficiency

Stage 2 (Elementary/Middle)

Math Progress

Reading Progress

Stage 2 (High)

Four-Year Graduation

Seven-Year Graduation

Stage 3

Consistent Attendance

Categories of School Support

Comprehensive Support

Ongoing onsite technical assistance from the Regional Centers of Excellence (RCEs).

The lowest 5% of Title I schools based on Stages 1-3.
51 schools.

All public high schools with a four-year graduation rate below 67% overall or for any student group.
147 high schools not in the lowest 5% of Title I schools.

Targeted Support

Mostly district support, with professional development opportunities from the RCEs.

Title I schools with overall performance below thresholds in Stage 1 and Stage 2.
50 schools.

Schools where student groups perform below thresholds for at least one indicator in each stage.
109 schools.

Support from MDE

Title I schools with overall performance below thresholds in Stage 1.
133 schools.

Districts Identified Under WBWF

District Support

Support from cross-functional teams combining staff from MDE and the RCEs.

The lowest 10% of traditional districts using the three-stage process.

33 Districts

The lowest 10% of charter schools using the three-stage process.

17 Charters.

WBWF: A Focus on Accountability and Support

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- Commissioner, in collaboration with the identified districts, may require the district to use up to two percent of its basic general educational revenue per fiscal year for commissioner-specified strategies and practices.

WBWF Cross Functional Teams

- Five cross-functional teams
 1. Charters
 2. Districts with high American Indian populations
 3. Districts in the Achievement & Integration program
 4. Other Rural Districts
 5. Minneapolis and St. Paul
 - Each cross-functional team has 5-7 MDE staff members
 - Teams meet monthly as large group and monthly as a small team
- (11 charters that are also CSI are only supported by RCEs, not cross functional teams)

Role of cross functional team members

- Understand local context and build relationships through initial conversations with district/charter leadership, reviews of WBWF plans, summaries, and data.
- Provide support, coaching, and resources for districts to:
 - Establish leadership team of stakeholders
 - Conduct comprehensive needs assessments
 - Understand root causes and prioritize needs
 - Select strategies to address the needs
 - Allocate resources to support the strategies
 - Implement improvement strategies

WBWF Planning Year: 2018-2019 Timeline

September

October-
November

December

January-
February

Early Spring

Late Spring

- Kick-off meetings
- Cross-functional team assignments
- Introductory meetings

- Introductory meetings continue
- Initial inquiries

- Support focus areas: stakeholders, leadership teams, needs assessments

- Support focus area: selecting strategies

- Submit needs, strategies, and general education budget recommendations to MDE

- Initial plan implementation

Build MDE/district relationships. Engage stakeholders. Assess needs & set priorities. Select strategies; create plan. Implement.

Categories of School Support

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Support and Improvement: General Requirements for Schools under ESSA

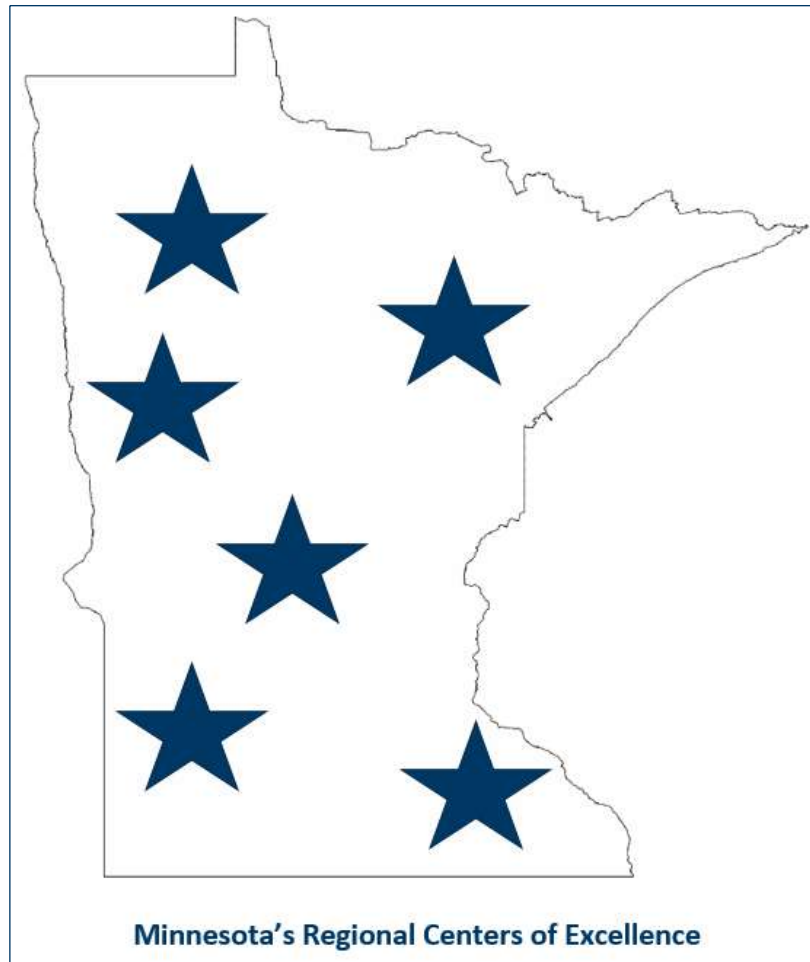
Districts and charters with schools identified for comprehensive support and improvement or targeted support and improvement schools are responsible to provide oversight and leadership for identified schools in four broad areas.

1. Communicate and engage with stakeholders.
2. Conduct comprehensive needs assessments for the schools.
3. Review district- and school-level resources among and within schools.
4. In partnership with stakeholders, design and implement support and improvement plans.

Support and Improvement: Resources

- Checklist for comprehensive support and improvement schools.
- Checklist for targeted support and improvement schools.
- Self-assessment for districts regarding their role in school improvement.
- Guidance for assessing and addressing resource inequities.
- Comprehensive Needs Assessment Summary Report.
- School Improvement Plan.
- Record of Continuous Improvement (*under development*).
- Monitoring process (*under development*).

Support and Improvement: Regional Centers of Excellence



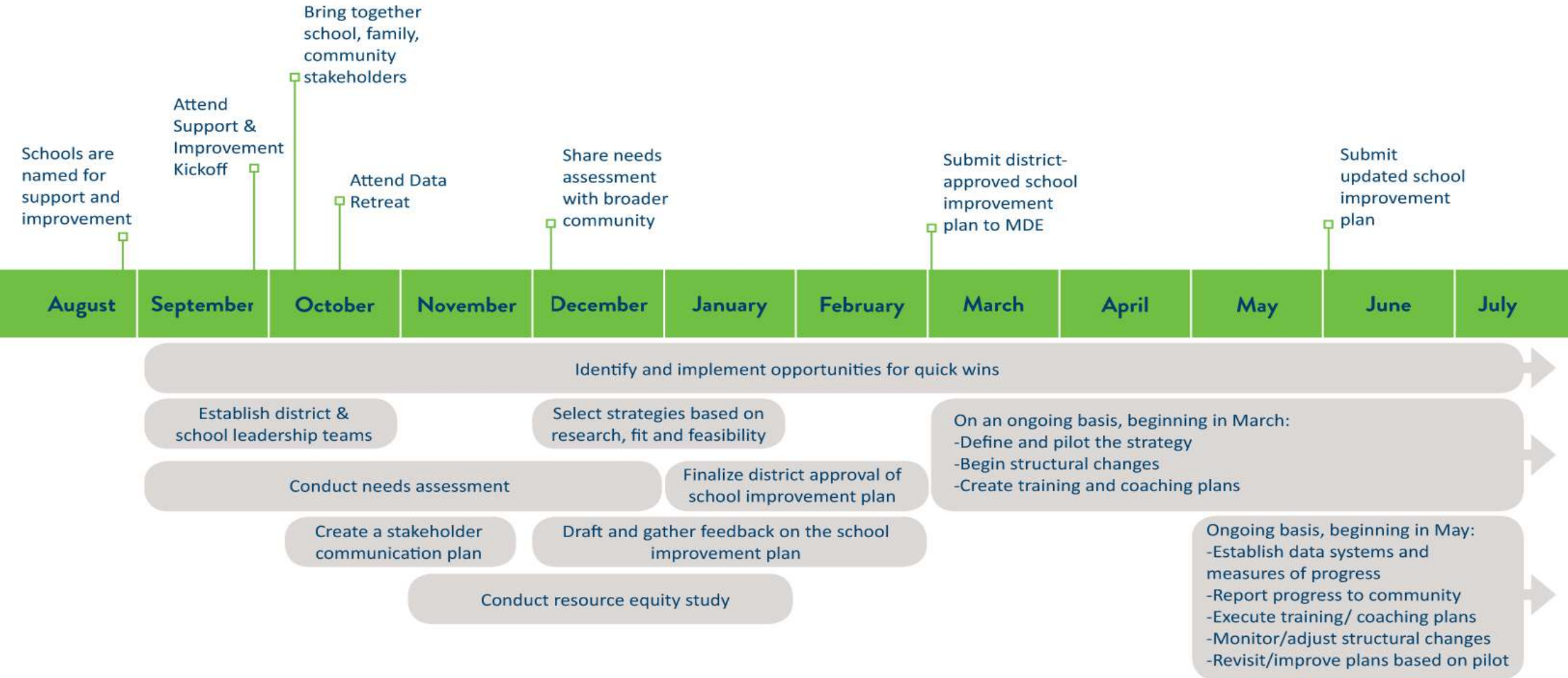
Provide on-site assistance for and partnership with local leadership teams to

- Select evidence-based practices.
- Create implementation capacity.
- Create conditions that support change and continuous improvement.

Support and Improvement: Updates

- March 2018—High schools with graduation rates below 67% notified. Work begins with identified schools.
- August 2018—Schools and districts identified for support and improvement publicly released.
- September 2018—Schools and districts attend kick-off meetings.
- September 2018—Advocates conduct introductory visits in districts.
- October 2018—Centers facilitate data retreats for school teams.
- October 2018—Advocates conduct initial inquiry in districts and schools.
- October 2018-Present—Schools establish teams, conduct needs assessment, and identify strategies with support from the Centers.

Minnesota Support and Improvement Timeline: Year 1



Support and Improvement: Quick Wins

- Provide momentum for the larger change.
- Demonstrate a tangible commitment to improvement.
- Support buy-in for the overall school improvement process.
- Establish important foundations for strategies to be implemented in the longer-term school improvement plan developed in year 1.
- Create points of celebration and evidence of quick improvement to share with stakeholders.

Areas for Quick Wins

1. District support
2. School culture and climate
3. Staffing and access to effective teachers
4. Academic standards
5. Instructional time

