Minnesota Department of
Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Shakopee Public Schools, ISD 720
Grades Served: K-12
Contact Person Name and Position: Nancy Thul – Director of Teaching & Learning or Dave Orlowsky – Data & Testing Administrator

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.shakopee.k12.mn.us/domain/1664

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.]

> ➢ *Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.*

The report on our progress to the School Board took place on September 12, 2016. A follow-up advisory council meeting took place on 9/19/16. The presentation is posted on our World's Best Workforce site.

The formal presentation was one meeting in a series in which progress and plan development took place. Other meetings included: School Board, Design-Team meetings, Industry Council Meetings, Master Plan Development Meetings, and District Administrative meetings. Groups are composed of board members, community members, parents, and district staff from all levels. The process has been ongoing for approximately 2 years.

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.]

> ➢ *Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).*

District Curriculum Advisory Council: http://www.shakopee.k12.mn.us/Page/5684

The District is also regularly meeting with Industry Councils to guide the work of our upcoming transition to an Academy Model. These councils provide specific industry guidance on curriculum and programming to insure alignment with the needs of our broader community, and are comprised of experts and practitioners in each field of study. There are six Industry Councils: Human Services, Science & Technology, Arts & Communication, Business & Entrepreneurship, Engineering & Manufacturing, and Health Science.

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
By the fall of 2018-19 School Year greater than 80% of our students will demonstrate academic readiness. *Measurements:* *-Basic numeracy skills: number identification and counting* *-Basic literacy skills: letter identification and rhyming* *To meet the readiness standard a student must meet the goal on 3 out of the 4 measures*	*Counting: 100%* *Number Identification: 60%* *Letter Identification: 85%* *Rhyming: 42%* *Percent of students meeting 3 out of 4 measurements: 71%*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* **X** *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 3rd grade students enrolled in Shakopee Public Schools that are proficient on the MCA Reading test will increase from 7.4% above state rates in 2013-14 to at least 10% above state proficiency rates by 2016-17.	*Grade 3 MCA Reading Proficiency rate trend:* *13-14: 80.3% (7.4% above state)* *14-15: 80.1% (8.1% above state)* *15-16: 79.3% (8.7% above state)*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* **X** *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
The lowest proficiency rate among student groups will increase from a level 1 (<25% proficient) in 2012-13 to a level 3 (45%-64%) by 2016-17	*Historical performance (proficiency rate) of the lowest performing student group district wide in Reading:* *12-13: LEP-23%* *13-14: LEP-27.8%* *14-15: LEP-25.2%* *15-16: LEP-26.5%* *While we have made slight progress in raising the proficiency rate during this time the counter group has made greater gains leading to an increased gap for our LEP students (43% vs. 45.5%).*	*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
The percentage of students meeting all 4 Career and College readiness benchmarks on the ACT will increase from a baseline, level 2* (37%) in 2013-14 to a level 3* (41%-55%) by 2016-17. **note-Based on the district strategic plan scoring rubric.*	*In 2015-16 30% of students met all 4 College & Career benchmark scores. This is a drop of 8% from 2014-15. The drop coincided with an increase in the percentage of students testing from about 66% to close to 100%. Taken together we went from 113 students meeting all 4 benchmark scores in 2014-15 to 140 meeting all 4 in 2015-16.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* **X** *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
The percentage of High School students that graduate will increase from a baseline of 82.1% in 2012-13 to 90% in 2017-18.	*Graduation rate trend (District Level):* *2012-13: 82.1%* *2013-14: 82.2%* *2014-15: 83.5%* *(SHS grad rate up from 85% to 89%)* *(District grad rate up from 82% to 84%)* *(TLC grade rate up from 40% to 49%)* **note-4 year rate only… we may change this goal to 7 year graduation rates to align with ESSA.*	*Check one of the following:* ☐*Goal Met* ☐*Goal Not Met* **X** *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.*

Achievement data for MCA's, NWEA\MAP, ACT, graduation rates, participation rates in curricular and extra-curricular activities, and credit attainment were analyzed at the district level as part of the development of our strategic plan. Achievement goals were set for each of these assessments as part of measuring progress on the District Strategic Plan. Each of the schools within the district participated in a Data\School Improvement Planning Retreat on August 2, 2016. Each site developed a plan with goals and strategies that align to District goals. The district plan and building plans are available on the Shakopee Schools World's Best Workforce website (Shakopee.k12.mn.us – Teaching and Learning – World's Best Workforce)

http://www.shakopee.k12.mn.us/domain/1664

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.*
> > o *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
> > o *Process to disaggregate data by student group.*

The Shakopee Public Schools assessment framework includes MAP testing in both math and reading for students in grades 1-9. MCA testing is administered per state requirements in grades 3-8, 10 and 11. DRA (Developmental Reading Assessment) is used at the elementary level, and the CogAT test is administered to all grade 2 students. Teachers and administrators make extensive use of this data as part of the annual data retreat, with the support of School Assessment Coordinators, and via Professional Learning Communities (PLCs). The Strategic Plan for the district has extensive language and goals around reduction of both the achievement and opportunity gap. This focus requires disaggregation of data to understand the current reality, and then to set goals. Tools are being used to identify and respond to achievement gaps as they occur instead of waiting until the end-of-year summative measures are available. The district Excellence with Equity Team is in year 2 of directly supporting families, students and staff to help all of our students be successful.

4b. Teachers and Principals

All teachers participate in the Shakopee teacher evaluation and continuous improvement process. This process involves formal observations (including pre- and post- meetings), individual growth and development plans, classroom walk-throughs, instructional coaching, and access to "lab" classrooms. Lab classrooms are staffed by teachers that have volunteered to receive in-depth instructional coaching by both internal district coaches and external consultants. Lab classrooms are also a resource for non-lab teachers to observe.

Principals are evaluated by the Superintendent on an annual basis. The evaluation process involves a self-evaluation, evidence collection, and an evaluation conference. In addition, the Superintendent does bi-monthly observational "rounds" at each of our schools. This involves a half-day in the school doing walk-throughs, discussing progress on improvement plans, and lab-classroom visits with the principal and coach at each of the schools.

The continuous improvement process for curriculum development involves multiple groups, including: Professional Learning Communities, Vertical Teams, and Content Articulation Committees. Details, including a graphic representation of the process, can be found here: http://www.shakopee.k12.mn.us/Page/5684

4c. District

> ➢ *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
>   - o *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
>   - ▪ *Technology*
>   - ▪ *Collaborative professional culture*
>
> *The district is in the middle of its largest technology roll-out ever. When complete there will be 1-1 technology access at grades 9-12: MacBooks, 3-8: iPads, and K-2: 2-1 iPads. In addition there are still windows based computer labs at all buildings, and chromebook carts at the elementary level. The technology is supported by a team of 6 Digital Learning Coaches (DLCs). The DLCs provide training on the use and integration of these tools to increase engagement and achievement. The community recently approved a 10-year technology referendum to insure the sustainability of this model.*
>
> *The collaborative professional culture of the district is grounded in an ongoing commitment to the PLC continuous improvement process. Over the past 3-5 years well over 100 teachers, administrators and school board members have attended a national PLC conference. Training for all of our staff on the PLC process has been brought to the district as well. Teacher schedules are created with the recognition of the need for dedicated time to collaborate. While student needs ultimately drive the schedule, the need for teachers to collaborate is also strongly considered.*

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.*

Shakopee Public Schools has grown from about 3,500 students in 2000 to over 8,000 students in 2015-16. During this time boundary lines have been re-drawn multiple times, new schools have been constructed, and grade configurations have been changed. Through each of these changes a strong commitment to consistently low class sizes has driven staffing decisions. All schools are staffed based on the number of students, and done so equally. The district has repeatedly added teachers late, even after the school year started, to insure class sizes stay within district guidelines. When new or re-configured buildings are staffed, the experience level is monitored to insure all buildings have a solid mix of new and experienced teachers. When new boundary lines are drawn demographic balance is factored in to decisions.

The district has a strong teacher induction and professional development program for new and existing staff. The aim is to help all teachers develop in to outstanding instructors. In situations where improvement plans are necessary, buildings make sure that students are not with a teacher on an improvement plan in consecutive years.

Shakopee Public Schools also makes a concentrated effort to limit teachers with license variances, limited licenses, and Community Experts.