

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Rochester Public Schools

Grades Served: K-12

Contact Person Name and Position: Jayne Gibson, Executive Director of Curriculum and Instruction

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.]

- http://rochester.k12.mn.us/discover/world_s_best_work_force_report_2015/

(This page will be updated once the plan is approved by the school board during the December 13th meeting)

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.

On Tuesday, November 15th, 2016 this information was shared during a school board meeting. The information represents artifacts gathered through advisory and district leadership meetings.

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).

The district advisory committee consists of two students (both seniors during the 15/16 school year), 11 community members representing business, health care and institutes of higher education in our community, six parents, one site administrator, one teacher, four district personnel and one school board member. This committee meets four times a year.

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
<i>As measured by the kindergarten readiness tool, 30% of incoming kindergarteners will demonstrate readiness for K in all 8 measured areas.</i>	<i>31% of kindergarten students demonstrated readiness in all 8 measured areas.</i>	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>As measured by spring 2016 MCA in reading, 61.2% of RPS third graders will be considered proficient in reading. This reflects a 2% increase from the spring 2015 MCA reading data.</i>	<i>61.0% of RPS third graders were considered proficient in reading on the 2016 MCA.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
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<p><i>As measured by the ACT22 Pathway in reading and math there will be a less than 10% difference in achievement between each of the federal student groups.</i></p>	<p><i>Reading:</i> Asian 9% Black 28% Hispanic 34% SPED 34% ELL 53% FRP 37%</p> <p><i>Math:</i> Asian 3% Black 32% Hispanic 35% SPED 33% ELL 49% FRP 37%</p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>As measured by the ACT22 Pathway in reading and math greater than 60% of students will be on a pathway to an ACT score of 22 or higher.</i></p>	<p><i>Reading 56.5%</i></p> <p><i>Math 54.3%</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Greater than 95% of students in grades 9-12 will be on track to graduate at the end of their four years as measured by credit attainment per grading period.</i></p>	<p><i>88% of students in grades 9-12 at the end of the 2015-2016 school-year were on track to graduate in four years.</i></p> <p><i>The most recent MDE reported 4 year graduation rate for RPS is 81.7%</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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.]

MCA Reading Data – showed an increase in proficiency for ‘all students’ category; however, did not see that increase in each of our cells.

Achievement Gap – for our EL students is concerning. It is growing as opposed to shrinking. We are not closing the gap fast enough for other identified groups that we are measuring.

Discipline Data – is it a reflection of student behavior only; or are there things we are doing as a system that keep some of our learners from engaging and learning?

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year.*
 - School within a school, credit recovery and remedial support was added to sites to ensure students received support earlier
 - Equity Specialists were added to the staffing patterns. These staff members work directly with learners to help them gain understanding of self, grow connectedness to school, and establish future goals for self.

4b. Teachers and Principals

- Professional development focused on culturally responsive practices in our classrooms and our schools. This will continue through the 16/17 school year as well.
- Continued focus on job embedded professional development with instructional coaches. This training has included a focus on culturally responsive practices, as well as best literacy and math instructional practices.
- Feedback provided to teachers focusing on Analysis and Inquiry, and Regard for Student Perspective using the CLASS Evaluation tool.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year.*

Continued from 14/15:

 - District wide professional development for elementary teachers with a focus on growing capacity to confer with learners and provide high quality small group instruction
 - District wide professional development for all teachers on use of data in professional learning communities to better understand learners and better meet their needs

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.

- *The Office of the Assistant Superintendent studies enrollment by site, as well as staffing patterns. Working with the Human Resources Department, site and district level administration, the Assistant Superintendent ensures all sites have highly qualified staff to meet the needs of the learners.*