

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name

Shakopee ISD 720

Grades Served

Prekindergarten-12th grade

WBWF Contact Name

Ford Rolfsrud

WBWF Contact Title

Teaching & Learning Supervisor - Data and Assessment

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A&I Contact Name

Ray Betton

A&I Contact Title

Excellence with Equity Supervisor

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Annual Report

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website hyperlink to the district's WBWF annual report.

<https://www.shakopee.k12.mn.us/Page/5777>

Provide the direct website hyperlink to the A&I materials.

<https://www.shakopee.k12.mn.us/domain/1834>

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

11/18/2019

District Advisory Committee

WBWF Requirement: 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.

Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Joe Aldrich	School Board Member & parent	
District Advisory Committee Member	Ray Betton	Equity Supervisor	x
District Advisory Committee Member	Jeremy Casper	Parent	
District Advisory Committee Member	Sinouane Chanthraphone	Parent	
District Advisory Committee Member	Aline Condon	Parent	
District Advisory Committee Member	Corinne Doherty	Teacher	
District Advisory Committee Member	Ayden Highet	Student	
District Advisory Committee Member	Katie Johnson	District Employee & parent	
District Advisory Committee Member	Josie Koivisto	Principal & parent	
District Advisory Committee Member	Lana Krosch	Parent	
District Advisory Committee Member	Kim Loughlin	Parent	
District Advisory Committee Member	Ella Myler	Student	
District Advisory Committee Member	Paul Nettesheim	Assistant Principal & parent	
District Advisory Committee Member	Matthew Paris	Parent	
District Advisory Committee Member	Alison Rahn	Parent	
District Advisory Committee Member	Ford Rolfsrud	Teaching & Learning Supervisor & parent	x
District Advisory Committee Member	Daniel Sepulvado	Parent	
District Advisory Committee Member	Nika Summer	Teaching & Learning Supervisor	x

District Advisory Committee Member	Katy Tabke	Teacher & Parent	
District Advisory Committee Member	Nancy Thul	Director of Teaching & Learning	x

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

Our HR department continuously reviews how many of our teachers are licensed and in-field. We have a teacher evaluation system to monitor teacher effectiveness. This process is conducted by building administration and is overseen by our Assistant Superintendent.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

42.6% of our students are students of color, but less than 5% of our teachers are teachers of color. The root cause after analysis has been the lack of candidates who would potentially be a teacher of color.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

When new or reconfigured 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 with a goal of having all our buildings reflect our community as a whole. Additionally, building administrators monitor the effectiveness of teacher teams and Professional Learning Communities, making assignment adjustments as needed to balance teacher performance and experience throughout each individual school. We use our MCA and local assessment data along with HR files to determine experience and effectiveness quality of each individual teacher and teacher team.

We have created and continue to develop an Equity Team focused on working with individual students and professional development of staff around equity. Our staff recruiting practices have shifted to seek out and encourage applicants with varying backgrounds. Professional development practices including our Instructional Coaches, book studies, and culturally responsive professional development in the district also reflect our commitment to give all students access to equitable education to set them up for successful futures.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

**Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?**

13.8% of our students are Hispanic. 88 additional Hispanic teachers would increase our licensed teacher staff to 13.8% staff of color which would be reflective of our Hispanic student population.

10.8% of our students are Asian. 68 additional Asian teachers would increase our licensed teacher staff to 10.8% staff of color which would be reflective of our Asian student population.

10.7% of our students are Black. 70 additional Black teachers would increase our licensed teacher staff to 10.7% staff of color which would be reflective of our Black student population.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

We have determined the root cause after analysis has been the lack of candidates who would potentially be a teacher of color.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

We are currently working on six strategies within our Human Resources Department to close this gap:

1. Recruit our own students
2. Early recruitment of college students in teacher education programs
3. Targeted recruiting and an increased presence in events specifically for culturally diverse communities
4. Targeted recruitment in the Shakopee Public Schools community
5. Continue to build a strong employment message for Shakopee Public Schools, heavily emphasizing our mission, core values and strategic goals.
6. All HR staff will complete the IDI

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low- income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Provide the established SMART goal for the 2018-19 school year.

We will increase the number of our incoming kindergarten students demonstrating academic readiness on 3 of the 4 local measures of school readiness from 65% in 2018-2019 to 68% in 2019-2020.

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Percent of students meeting 3 out of 4 measurements: 64% (329/515)

Goal Status

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We are using counting, number identification, letter identification, and letter sound identification in the fall of each student's kindergarten year to determine their readiness for kindergarten. We consider any student meeting the benchmark in at least 3 out of the 4 data points to be a student who is "ready for school".

In order to meet this goal, we currently pull representative teachers from our preschool programs and our kindergarten classrooms together to align benchmarks. We have also started an early childhood taskforce in Shakopee to team with for future success.

While we currently do this once per year, we are looking to increase our collaboration throughout the school year.

Looking at this data each year and communicating with our preschool as well as our county early childhood connections will lead to clearer guidelines around what will best serve our young learners before entering their kindergarten year. This year we only had 6 Kindergarteners start with us needing services that hadn't been screened, which tells us we are communicating well with our county resources. Feedback from teachers also helps us determine current effectiveness of collaboration and how often we may need to meet as a team in the future.

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Provide the established SMART goal for the 2018-19 school year.

The percentage of 3rd grade students enrolled in Shakopee Public Schools that are proficient on the MCA Reading test will increase from 6.5% above state rates in 2017-18 to 8% above state proficiency rates by 2018-2019.

Provide the result for the 2018-19 school year that directly ties back to the established goal.

18-19: 63.1% (4.8% above state)

Goal Status

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We use 3rd grade MCA reading scores to determine achievement and growth. While we have not disaggregated by student groups in this goal, each of our schools and our district as a whole continue to set continuous improvement goals that include closing the achievement gap in math and reading for all traditionally under-represented groups of students.

We have instructional coaches to work with teachers to improve reading instruction. We also utilize intervention teachers within each school to target students who are below grade level. Our PLCs use ongoing formative assessment data to insure teachers meet students where they are at with instruction.

We have been fully implementing our strategies, but are continuously looking for ways to improve and make our practices more robust. This year we are in the process of merging the Teaching & Learning department with the Excellence with Equity department as we continue to strive to meet the needs of each student.

Progress monitoring data is consistently being reviewed and monitored in PLC meetings by all teachers. We also use the nationally-normed standardized FAST test in fall, winter, and spring to make checks throughout the school year that our students are continuing to make progress toward proficiency.

Close the Achievement Gap(s) Between Student Groups

Provide the established SMART goal for the 2018-19 school year.

The weighted average achievement gap in reading (based on MCA results), including the student groups of FRP, SpEd, EL, Asian, Black, Hispanic, Native American, Pacific Islander and Multi-Racial groups will improve from 28.7% (level 3* 20% - 29% range) in 2016-2017 to -25% in 2018-19.

Provide the result for the 2018-19 school year that directly ties back to the established goal.

The Weighted Achievement Gap in 2018-2019 was 27.5% below comparison groups.

Goal Status

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We used our MCA Reading results for all students in grades 3-8 and 10. Students are compared to their comparison group (i.e. FRP vs. non-FRP, Hispanic vs. White) to come up with the achievement gap for their group. We then average all of the achievement gaps to determine one weighted achievement gap for the district.

Instructional coaches work with teachers and PLCs to purposefully identify instructional practices that will not only be culturally relevant but also engaging in an effort to better meet the needs of all students, especially those who have been traditionally underserved. We have a strong equity team who works with students to bridge their opportunity gaps. We are merging our departments this year to strengthen the connection between equity and instruction.

We will be doing a comprehensive needs assessment and conducting an audit of programming to determine current effectiveness of programming and ultimately the next steps that will best prepare us to achieve this goal. Our equity team has a strong presence at the High School. We plan to bring more equity supports to our K-8 students as well.

We are in the initial stages of evaluating the effectiveness of these strategies.

All Students Career- and College-Ready by Graduation

Provide the established SMART goal for the 2018-19 school year.

The percentage of students meeting all 4 Career and College readiness benchmarks on the ACT will increase from 31% for the 2018 graduating cohort to 33% for the 2019 graduating cohort.

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2019: 28% of students met all four College and Career Ready ACT Benchmarks

Goal Status

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We use the results from ACT tests from our most recent graduating class. Because we offer the ACT plus Writing to all students at our High Schools, we disaggregate our data and compare students from year to year.

We worked with teachers to revise curriculum in order to align to ACT and state standards. We offer a practice ACT to all students.

Our percentage of students who have taken the test has increased from 66% to just under 100% of each graduating class.

In looking at the data, we unfortunately saw a drop of 3 percentage points. Overall, we were seeing an upward trend so we will continue to watch as we are confident this was an anomaly.

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Provide the established SMART goal for the 2018-19 school year.

The percentage of High School seniors that graduate in 4-years will increase from a baseline of 83.4% in 2014 to 90% in 2017-18.

Provide the result for the 2018-19 school year that directly ties back to the established goal.

2018 Cohort had an 83.4% graduation rate.

Goal Status

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We use our graduation rate from the 2018 cohort as reported by the MN Department of Education. Our district as a whole continues to set continuous improvement goals that include closing the achievement gap and increasing the graduation rate for all traditionally under-represented groups of students.

We are conducting a credit deficiency study broken down by grade to determine where students begin to fall behind, analysis of our credit recovery options to determine which are most effective in helping students get back on track, and an overall comprehensive needs assessment supported by the Centers of Excellence. We are implementing an academy model at the high school, which is intended to support students by creating small learning communities. We are continuing to solidify our MTSS framework.

We are implementing our strategies well. We are including our teacher stakeholders in the conversations and our academy model has created a school-within-a-school approach that is allowing our teachers to connect with students more effectively.

The strategies we have been using are showing positive results. Our 4-year graduation rate at the High School has already increased and our TLC 7-year graduation rate compares favorably to other alternative learning centers in the state.

Achievement Goal

Copy the SMART goal statement from your 2017-20 plan.

Teachers will be better prepared to meet our diverse students' needs and will create an environment where an additional 2.5% of students will become "on-track" for success, annually, based on the Minnesota Growth Model.

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

We do not have our Minnesota Growth Model data from fall of 2017.

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

The Minnesota Growth Model does not exist, so we were unable to track this goal.

On Track?

OnTrack

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

The Minnesota Growth Model does not exist, so we were unable to track this goal.

Achievement Goal

Copy the SMART goal statement from your 2017-20 plan.

By 2020, the graduation of non-white students, who have been in the district for more than 5 years, will be equal to the graduation rates for white students (90% goal).

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

White Students in Spring 2016: 88.6% Students
of Color in Spring 2016: 71.6%

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

White Students in Spring 2018: 89.6%; Students of Color in Spring 2018: 74.4%

On Track?

Not on Track

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area? How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We used graduation data from the Minnesota Report Card and compared white students to students of color.

Our equity team works with students who are struggling to keep up with credits. We are working with the Regional Center of Excellence in Rochester to develop strategies to improve our graduation rates. We also created a task force to track students who are credit deficient and have been working with our High School Academy Teams on a dropout early warning system to intervene with students who are struggling with attendance, behavior, and/or class performance.

We are fully implementing our strategies and continuing to monitor and adjust.

We are seeing individual student success as they catch up on credits, improve their attendance to 90% or better, and seeing less referrals to administration.

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Implement four innovative, engaging educational programs for students in grades K-12, to better access curriculum and post-secondary options, and increase student daily attendance by 10% and decrease student discipline referrals by 10%.

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Attendance Rate in 2015-2016: 95.18%, Suspension Rate in 2016-2017: 0.040

Year 2 (2018-19) Actual

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Attendance Rate in 2017-2018: 94.61%, Suspensions Rate in 2018-2019: 0.048

On Track?

Not on Track

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

We were using attendance rate, but have started using consistent attendance to align with ESSA. We are disaggregating this data by ethnic groups. We used suspension rate in lieu of behavior referral rate.

We have fully implemented all four programs mentioned above: Young Scholars, AVID, Check and Connect, and World Cafe.

We are continuing to see high attendance rates, and have seen a significant increase in attendance with our black male students at the high school.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Our World Café Conversations are an intentional way to create a living network of conversation around questions that matter. A Café Conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.

The purpose of Caring and Committed Conversations is to increase real and authentic student voice around things happening inside and outside our schools and communities and to help students build relationships with each other through smaller group discussions. These conversations are facilitated by teachers and other adults from our districts, but they are led by students.

Topics of Caring and Committed conversations can include "Should we learn hard history?" Before the conversation ends, each table summarizes the discussion from their table and creates three truths that they took away from the conversation. These statements can create change, whether in curriculum, understanding, or mindset.

We will have at least one cross-district Caring and Committed Conversation, and each district will also carry on the work in their own contexts throughout the years.

We at Shakopee during the past few years have expanded our Achievement and Integration Programs to provide innovative programming to help students in Shakopee achieve their lifelong goals in college and career readiness academically, socially, and emotionally in a diverse world.

When it comes to integration, our programming has strengthened as staff and students work together in increasing equitable practice. All four of our programs have helped enhance our district as we have worked collectively to create opportunities for all.

Our Young Scholars program is for Kindergarten-2nd grade, AVID is for 8th-12th grade, and our Check & Connect is for 9th graders only. Each program has had tremendous success with our students of color and we have seen an increase in our enrollment within our high potential and advanced placement courses throughout the district.