



# Curriculum Advisory Council

## 10-2-17



District Advisory Council: Monday October 2, 2017

- I. Introductions and purpose (10 min)
- II. Meet our new Interim Superintendent Gary Anger plus Q & A (15 min)
- III. Shakopee World's Best Workforce (20 min)
  - a. Legislation
  - b. Questions/input
- IV. Shakopee Achievement & Integration (15 min)
- V. ESSA (Every Student Succeeds Act) (15 min)
  - a. Summary document from MDE
  - b. Federal & State Funded Programs (ADSI, Title 1)
- VI. Transition related update (15 min)
  - a. Attendance Areas
  - b. District wide

Future Meetings

- Monday, December 4, 2017 6:30-8:00pm
- Monday, March 5, 2018 6:30-8:00pm

World's Best Workforce

# **What is the World's Best Workforce?**

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



# EDUCATION FORWARD



## MISSION

*In partnership with our community, we will educate lifelong learners to succeed in a diverse world.*

## VISION

*To ensure ALL students are college and career ready.*

## STRATEGIC DIRECTIONS

*Six areas of focus to accomplish our mission & vision.*

### QUALITY INSTRUCTION & STUDENT ENGAGEMENT

Teachers will possess a common set of instructional practices and beliefs to ensure all students are engaged and achieve at high levels.

### WHOLE STUDENT DEVELOPMENT

Emphasis on the District's 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.

### PERSONALIZED LEARNING

With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.

### A CULTURE OF EXCELLENCE

Staff are committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of staff and students.

### 21<sup>ST</sup> CENTURY LEARNING ENVIRONMENT

Students will learn in flexible and technology rich spaces that allow them to easily collaborate with each other and their teachers for a full range of experiences.

### EXCELLENCE WITH EQUITY

Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.



# Shakopee Public Schools

## Strategic Directions \ Vision Cards

	Level 1 Intervention 1	Level 2 High Concern 2	Level 3 Baseline 3	Level 4 Progressing 4	Level 5 Vision 5
Percentage of students on track to meet ACT College & Career benchmark scores based on fall MAP test results. (see benchmark scores below).	<30% of students are on target	30% - 40% of students are on target	41% - 55% of students are on target	56% - 70% of students are on target	>70% of students are on target
Percentage of Senior Class meeting all 4 Career & College Benchmark Scores per ACT (baseline 2014). English (18) - baseline: 79% Reading (22) - baseline: 54% Math (22) - baseline: 65% Science (23) - baseline: 51% All 4 - baseline: 37%					
Comparative Measure: % of cells 10%+ over the state proficiency rate - MCA Math (21)					
Comparative Measure: % of cells 10%+ over the state proficiency rate - MCA Reading (21)					
Comparative Measure: % of cells 10%+ over the state proficiency rate - MCA Science (8)					
A) 4-year High School Graduation Rate	<				
B) 6-year High School Graduation Rate	students	students	students	students	students
NWEA\MAP Math students meet or exceed expected growth (fall-to-fall).	<38% of students meet or exceed expected growth.	38% - 49% of students meet or exceed expected growth.	50% - 62% of students meet or exceed expected growth.	63% - 75% of students meet or exceed expected growth.	>75% of students meet or exceed expected growth.
NWEA\MAP Reading students meet or exceed expected growth (fall-to-fall).	<38% of students meet or exceed expected growth.	38% - 49% of students meet or exceed expected growth.	50% - 62% of students meet or exceed expected growth.	63% - 75% of students meet or exceed expected growth.	>75% of students meet or exceed expected growth.
Academic measures of kindergarten readiness	<40% of incoming kindergarteners	40% - 52% of incoming kindergarteners	53% - 65% of incoming kindergarteners	66% - 80% of incoming kindergarteners	>80% of incoming kindergarteners

- All children are ready for school.
- All third-graders can read at grade level.
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## Shakopee Public Schools

### Strategic Directions \ Vision Cards

	Level 1 Intervention 1	Level 2 High Concern 2	Level 3 Baseline 3	Level 4 Progressing 4	Level 5 Vision 5
Achievement Gap for sub-groups in Math as measured by MCA results.	Weighted average achievement gap of all sub-groups >40%	Weighted average achievement gap of all sub-groups 30-39%	Weighted average achievement gap of all sub-groups 20-29%	Weighted average achievement gap of all sub-groups 10-19%	Weighted average achievement gap of all sub-groups 0-9%
Achievement Gap for sub-groups in Reading as measured by MCA results.	Weighted average achievement gap of all sub-groups >40%	Weighted average achievement gap of all sub-groups 30-39%	Weighted average achievement gap of all sub-groups 20-29%	Weighted average achievement gap of all sub-groups 10-19%	Weighted average achievement gap of all sub-groups 0-9%

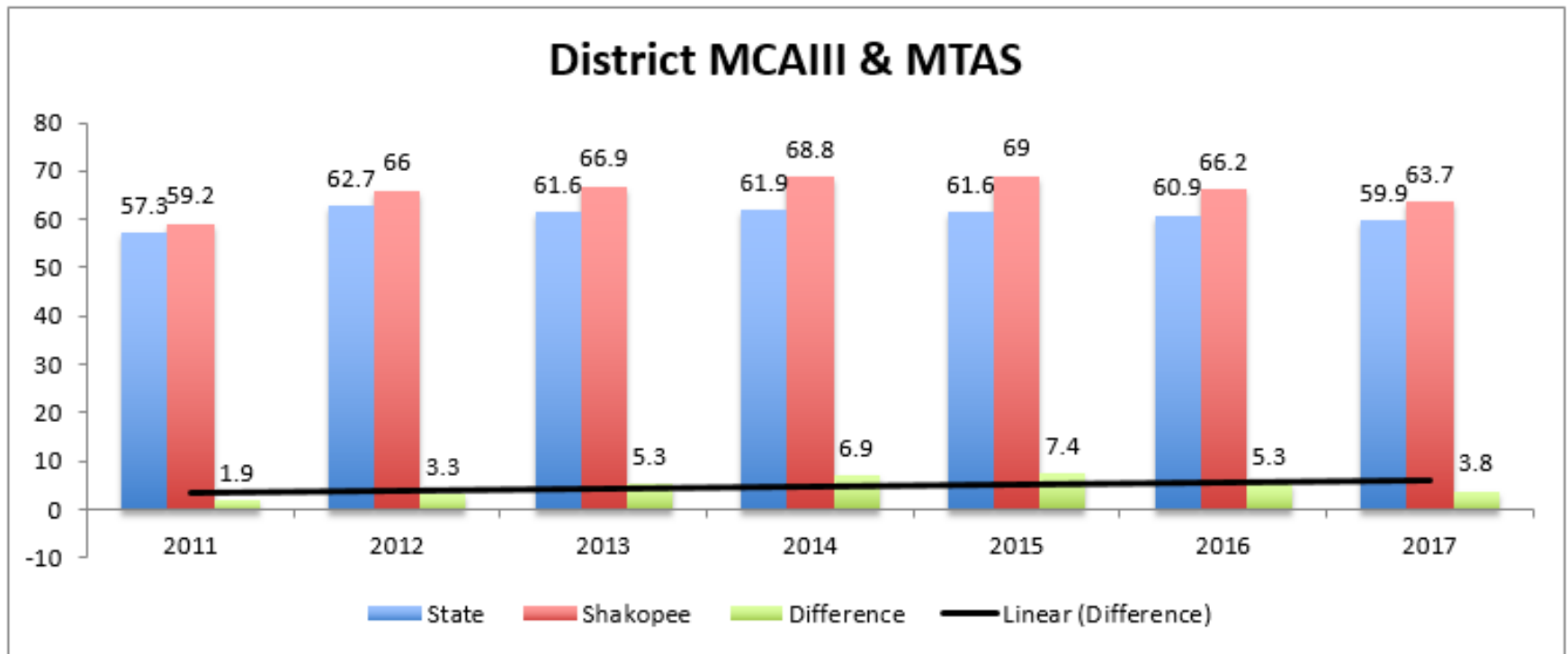


# MCA Math, Reading & Science



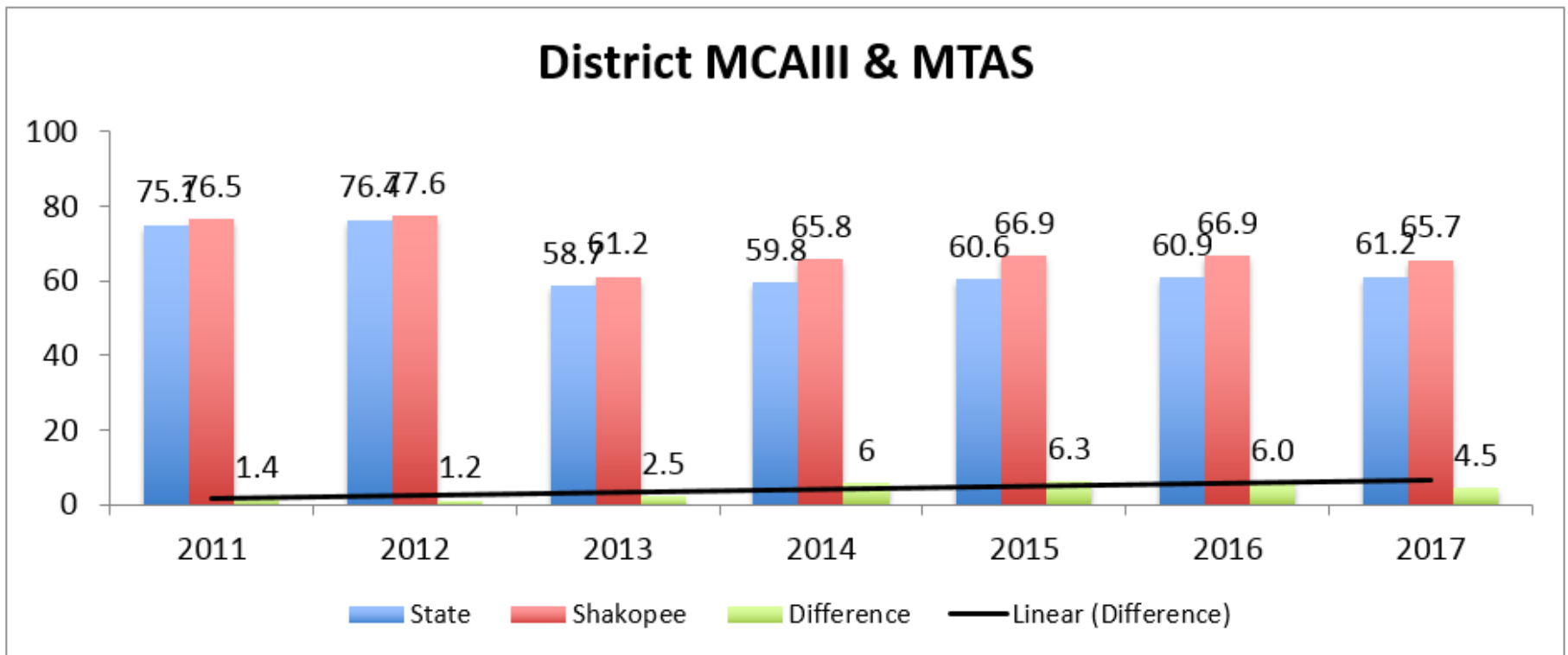
# MCA Math – District Level 7-year trend vs state

District	2011	2012	2013	2014	2015	2016	2017
State	57.3	62.7	61.6	61.9	61.6	60.9	59.9
Shakopee	59.2	66	66.9	68.8	69	66.2	63.7
Difference	1.9	3.3	5.3	6.9	7.4	5.3	3.8



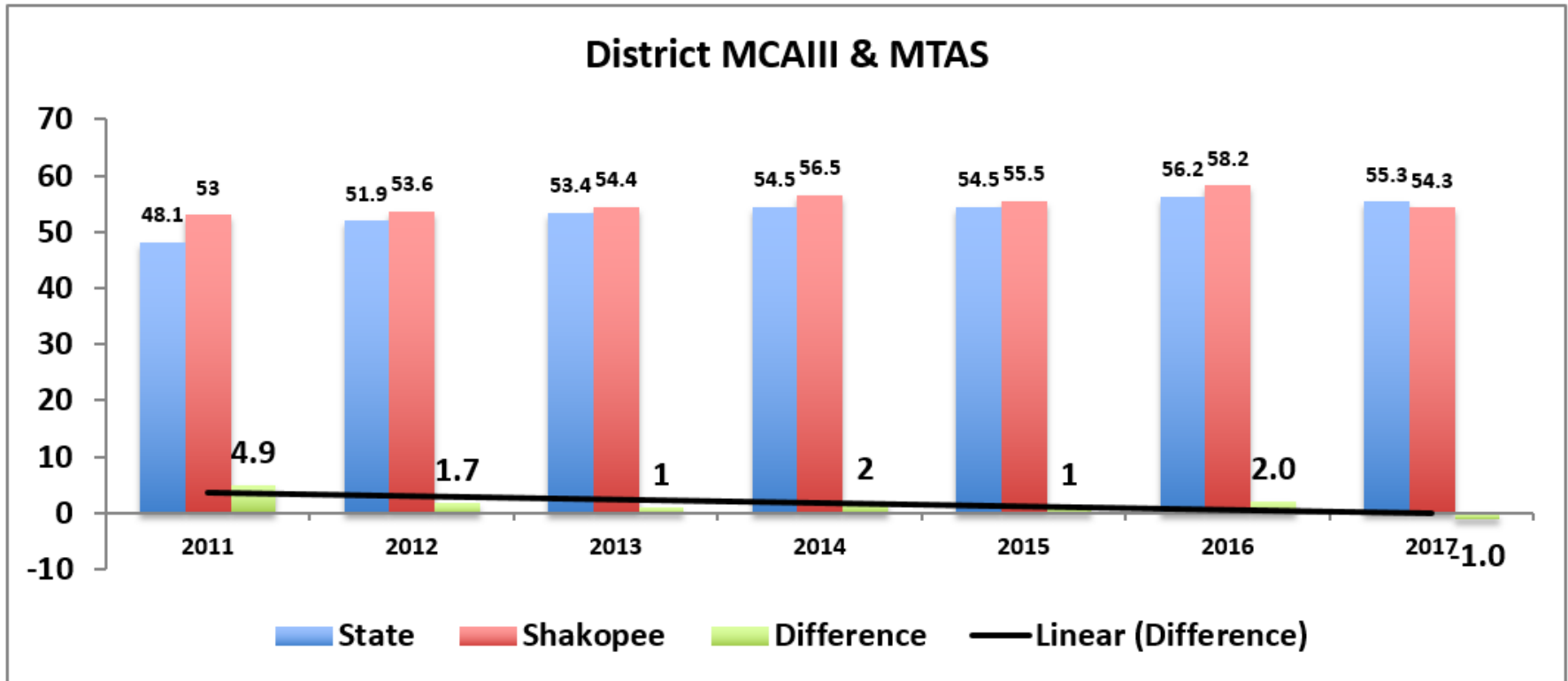
# MCA Reading– District Level 7-year trend vs state

District	2011	2012	2013	2014	2015	2016	2017
State	75.1	76.4	58.7	59.8	60.6	60.9	61.2
Shakopee	76.5	77.6	61.2	65.8	66.9	66.9	65.7
Difference	1.4	1.2	2.5	6	6.3	6.0	4.5

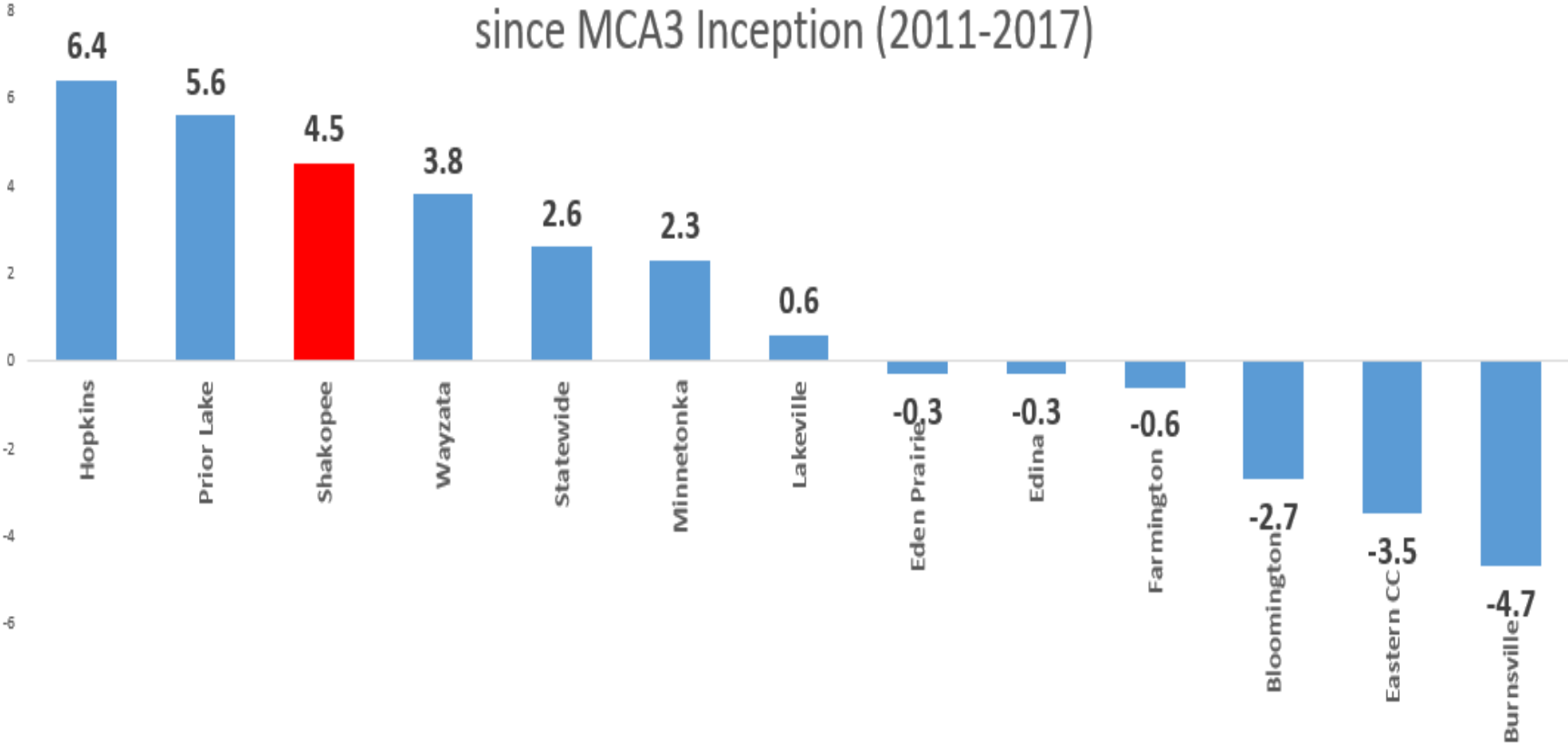


# MCA Science – District Level 7-year trend vs state

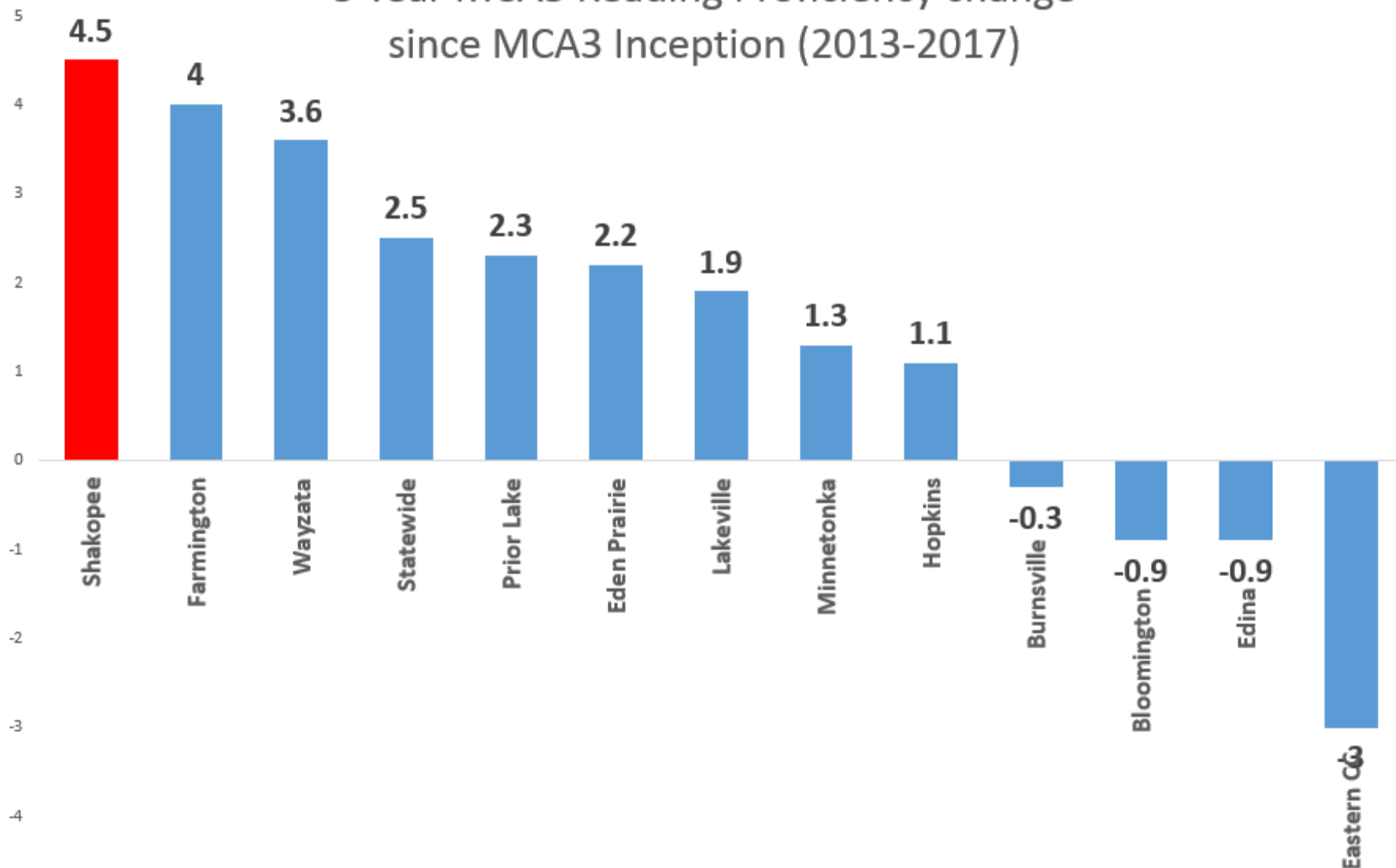
District	2011	2012	2013	2014	2015	2016	2017
State	48.1	51.9	53.4	54.5	54.5	56.2	55.3
Shakopee	53	53.6	54.4	56.5	55.5	58.2	54.3
Difference	4.9	1.7	1	2	1	2.0	-1.0



# 7 Year MCA3 Math Proficiency change since MCA3 Inception (2011-2017)



## 5 Year MCA3 Reading Proficiency change since MCA3 Inception (2013-2017)

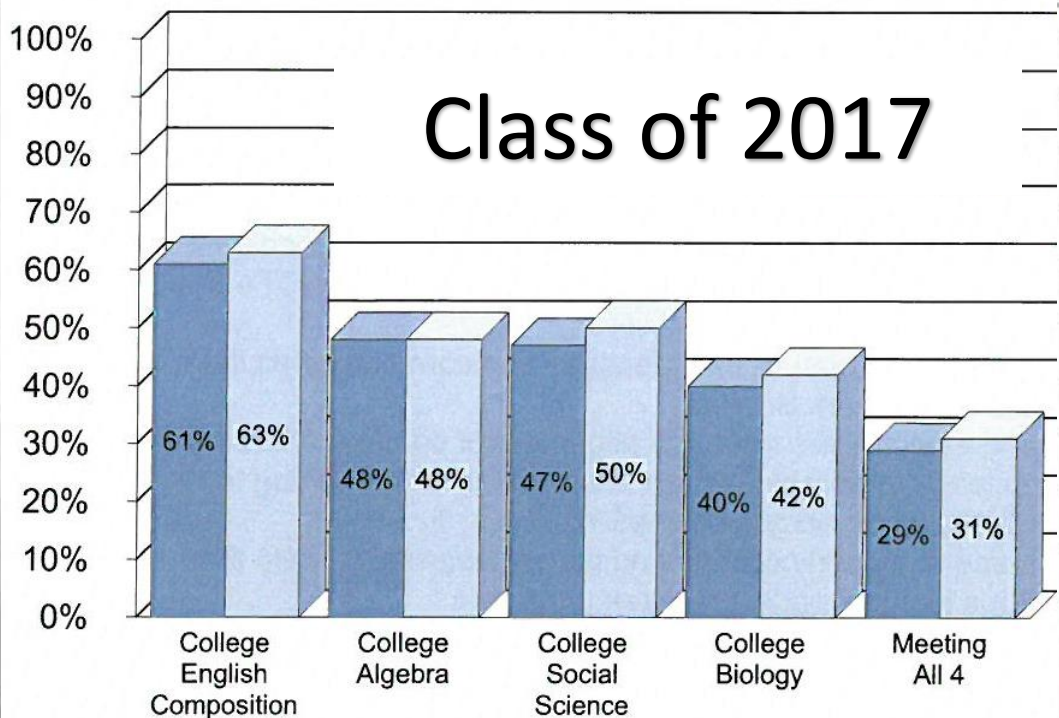




# ACT – Graduating Class of 2015 & 2016

## Strategic Directions \ Vision Cards matched to the DRAFT Operational Plan

	Level 1 Intervention 1	Level 2 High Concern 2	Level 3 Baseline 3	Level 4 Progressing 4	Level 5 Vision 5	Notes
Percentage of students meeting Career & College Benchmark Scores per ACT (baseline 2014) English (18) - baseline: 79% Reading (22) - baseline: 54% Math (22) - baseline: 65% Science (23) - baseline: 51% All 4 - baseline: 37%	<30% of students are on target	30% - 40% of students are on target	41% - 55% of students are on target	56% - 70% of students are on target	>70% of students are on target	These are grouped. Does it make more sense to break them out by strand.



## Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- \* English Composition: 18 on ACT English Test
- \* College Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

■ Your District  
■ State

# ACT – Graduating Classes

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2011	287	44,952	22.1	22.3	23.1	23.0	22.2	22.9	22.8	22.8	22.7	22.9
2012	331	44,977	21.9	22.1	23.2	23.0	23.0	22.9	22.7	22.7	22.8	22.8
2013	283	44,676	21.8	22.2	23.1	23.1	22.7	23.1	22.9	22.9	22.8	23.0
2014	324	45,305	21.7	22.1	23.1	23.0	22.7	23.1	22.8	22.9	22.7	22.9
2015	297	46,862	21.4	21.8	22.8	22.8	22.6	23.0	22.7	22.7	22.5	22.7

**38% of 297 = 113 Students**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2012	331	44,977	21.9	22.1	23.2	23.0	23.0	22.9	22.7	22.7	22.8	22.8
2013	283	44,676	21.8	22.2	23.1	23.1	22.7	23.1	22.9	22.9	22.8	23.0
2014	324	45,305	21.7	22.1	23.1	23.0	22.7	23.1	22.8	22.9	22.7	22.9
2015	297	46,862	21.4	21.8	22.8	22.8	22.6	23.0	22.7	22.7	22.5	22.7
2016	466	64,145	19.4	20.0	21.3	21.2	20.8	21.3	21.4	21.3	20.9	21.1

**30% of 466 = 140 Students**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	283	44,676	21.8	22.2	23.1	23.1	22.7	23.1	22.9	22.9	22.8	23.0
2014	324	45,305	21.7	22.1	23.1	23.0	22.7	23.1	22.8	22.9	22.7	22.9
2015	297	46,862	21.4	21.8	22.8	22.8	22.6	23.0	22.7	22.7	22.5	22.7
2016	466	64,145	19.4	20.0	21.3	21.2	20.8	21.3	21.4	21.3	20.9	21.1
2017	540	61,101	20.2	20.4	21.6	21.5	21.4	21.8	21.6	21.6	21.4	21.5

**29% of 540 = 157 Students**





# ESSA

## Every Student Succeeds Act

The Minnesota Department of Education has worked with a diverse group of stakeholders, at more than 300 meetings including consultation with Minnesota's tribal nations, to shape the state's ESSA plan, which will be submitted to the U.S. Department of Education in September 2017. **The work reflects a vision of a well-rounded education system where all children succeed.** In order to raise achievement and eliminate predictable disparities between student groups, **Minnesota's system must be equitable, coherent and meaningfully guided by students, families and educators.**

## Accountability Indicators

### Indicator 1 - Academic Achievement: all schools

An achievement rate using math and reading tests will give points for students in the "meets standards" or "exceeds standards" levels. Any student that does not participate in an assessment, with the exception of medically-exempt students, will count as "not proficient" in the academic achievement indicator calculation.

### Indicator 2 - Academic Progress: elementary and middle schools

A transition matrix using math and reading tests will award points for students increasing achievement levels (e.g. moving from "does not meet standards" to "partially meets standards").

### Indicator 3 - Graduation Rate: high schools

The indicator will use a school's four-year and seven-year graduation rates.

Students who drop out after less than half an academic year at a school will be counted at the high school they attended for the most time.

Four-, five-, six- and seven-year rates will be reported on the Minnesota Report Card.

### Indicator 4 - Progress Toward English Language Proficiency: all schools

A growth index will measure how each English learner scored relative to their individual growth-to-proficiency target on the ACCESS test.

### Indicator 5 - School Quality/Student Success: all schools

This new indicator will shift over time as more data becomes available.

**2018:** Consistent attendance will be used to identify schools.

**2019/2020:** Consistent attendance will be used to identify schools. Well-rounded education and career and college readiness data will be separately reported as available.

**2021:** Consistent attendance, well-rounded education, and career and college readiness data will be used to identify schools.

## Using the Indicators for Identification

The accountability indicators will be used to prioritize support for identified schools. This required aspect of ESSA is one part of an overall approach to school accountability. Public reporting of data and efforts to recognize high-performing schools will also be important. The minimum number of students required for a student group to be included in accountability calculations will be 20 students. When reporting other data, the minimum number will be 10 students. Each student group at a school will receive equal weight in order to **meaningfully include all students**.

**Elementary and middle schools** will be identified through a funneling process in three stages. Stage 1 uses academic achievement in math and reading, and progress toward English language proficiency (indicators 1 and 4). Stage 2 uses academic progress in math and reading (indicator 2). Stage 3 uses consistent attendance (indicator 5).

**High Schools** will be identified through a similar funneling process in three stages. Stage 1 uses academic achievement in math and reading, and progress toward English language proficiency (indicators 1 and 4). Stage 2 uses graduation rates, first looking at the four-year rate, then the seven-year rate (indicator 3). Stage 3 uses consistent attendance (indicator 5).

Different thresholds will be used for each indicator when identifying:

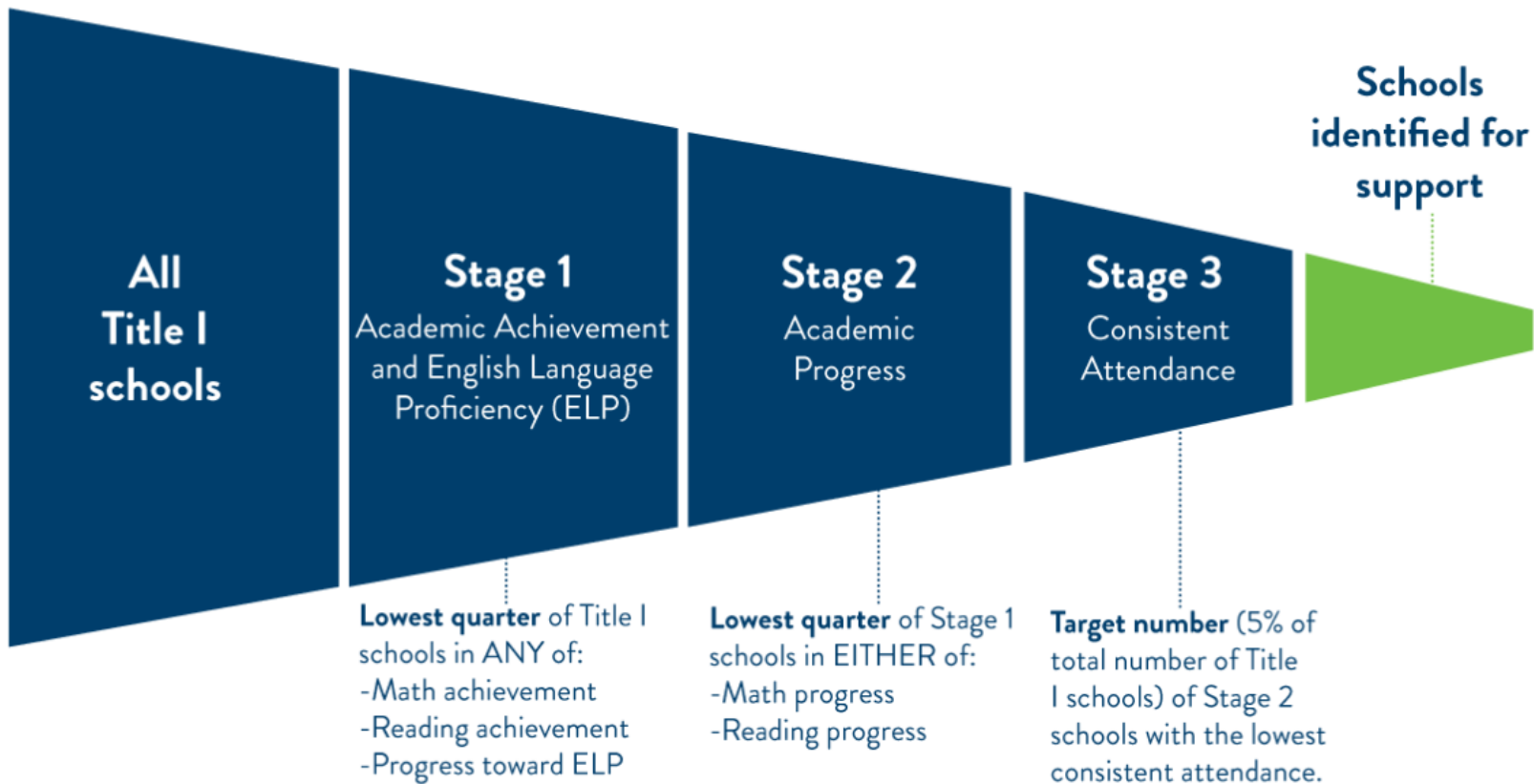
- The bottom 5 percent of schools receiving Title I funds.
- Schools with any student group performing similarly to the bottom 5 percent of schools.
- Schools where one or more groups are consistently underperforming.

## High School Accountability

High schools with a four-year graduation rate below 67 percent overall or in any individual student group will be identified for support.

# Accountability – Elementary and Middle Schools

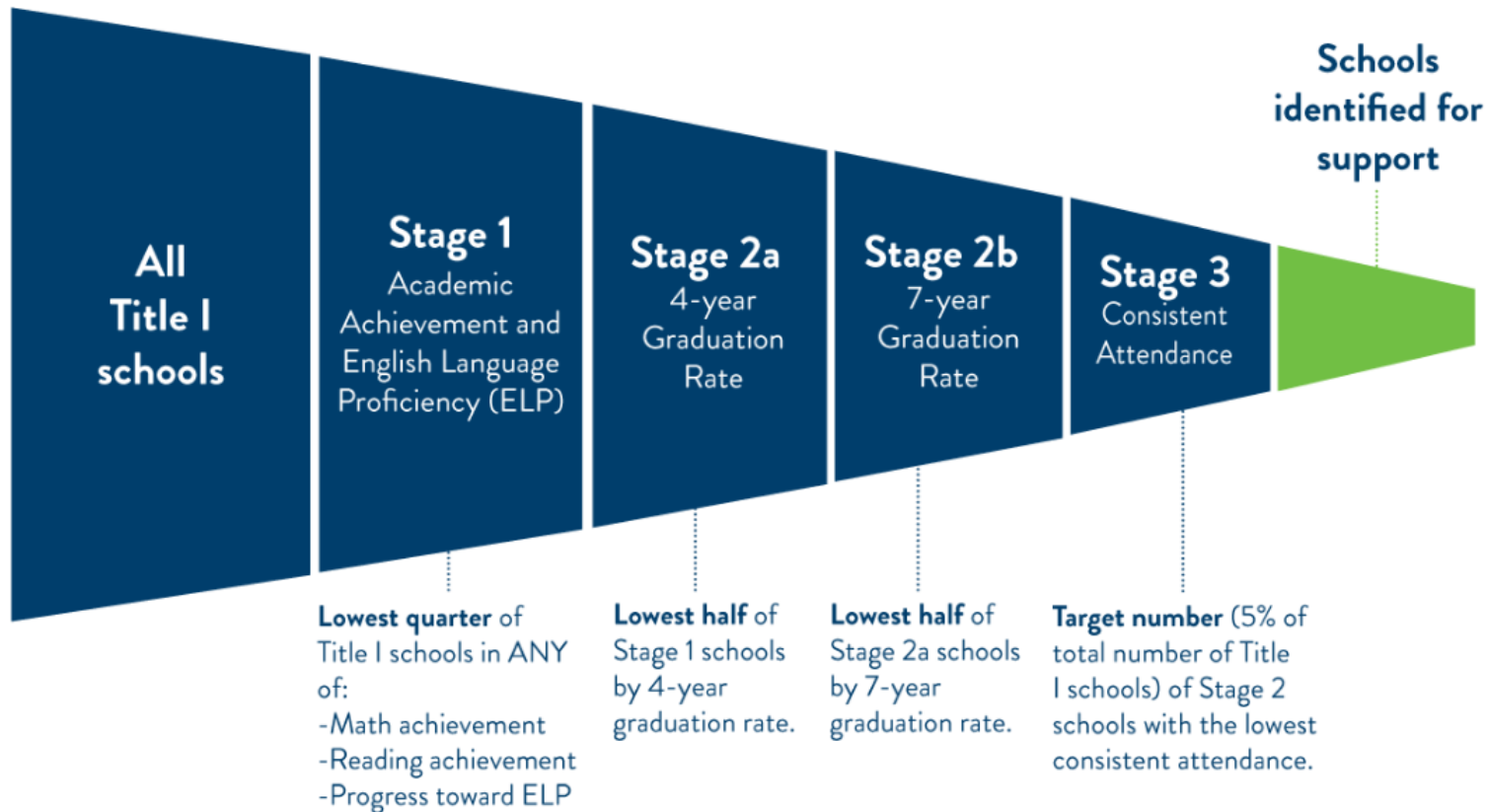
## Comprehensive Support and Improvement: Elementary and Middle Schools.





# Accountability – High Schools

## Comprehensive Support and Improvement: High Schools.



You did it 😊