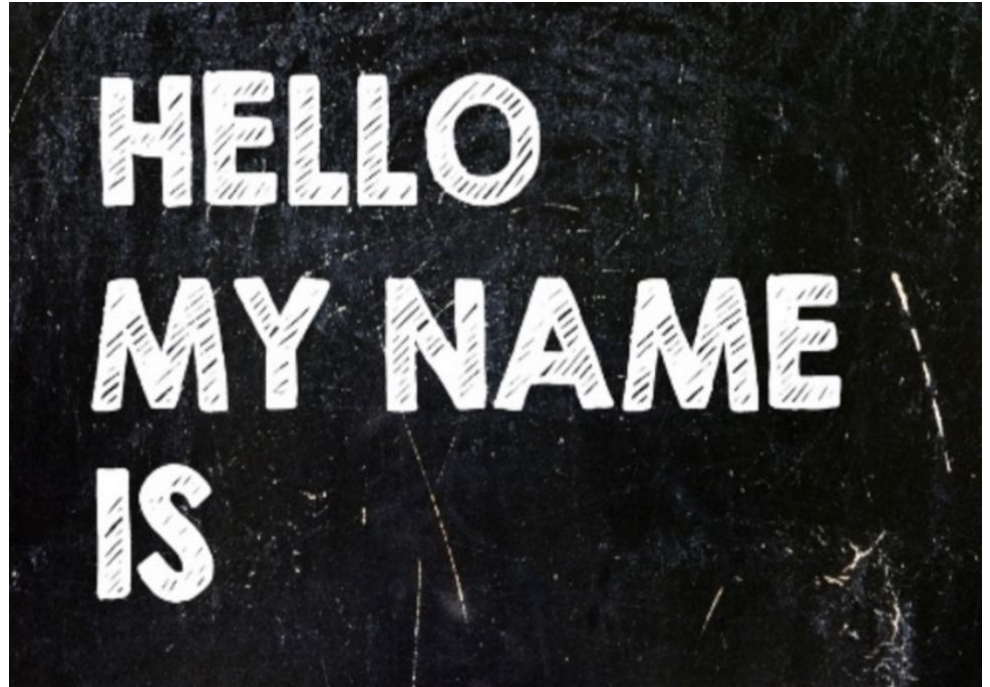# Engaging Stakeholders

DAC
October 15, 2018

Welcome!

Please tell us:

- Who you are
- How you are connected
- Why you choose to participate

ESSA – Federal

Every Student Succeeds Act

WBWF – State

World's Best Workforce

ESSA (School & District Level)
Achievement - MCA Proficiency for Math & Reading Math: grades 3-8, 11 Reading: grades 3-8, 10
Progress Toward English Language Proficiency EL Learners individual growth measured by ACCESS test
Academic Progress (growth) measured by MCA New growth measure - Transition Matrix
Graduation Rates 4 year rates & new 7 year rates
School Quality Measure - Consistent Attendance Percent of students attending 90%+ of enrolled days

| WBWF (District Level) |
| --- |
| **All students ready for school**
Basic numeracy & Literacy Skills |
| **All students in 3rd grade achieving grade-level literacy:** Grade 3 MCA proficiency rates |
| **Close the achievement gap for all groups**
Average gap between student groups |
| **All students Career & College ready upon graduation:** ACT college/career readiness benchmarks |
| **All students graduate**
SHS & TLC 4 year graduation rates |
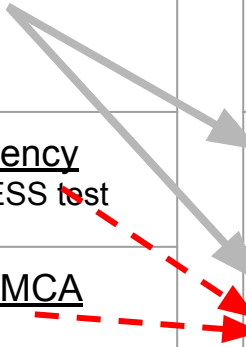
ESSA: Performance Indicators

A school's overall performance for an indicator is the average performance of all student groups with at least 20 students.

- All Students.

- Seven racial and ethnic groups:

  - American Indian / Alaska Native
  - Asian
  - Black / African-American
  - Hispanic / Latino
  - Native Hawaiian / Pacific Islander
  - White
  - Two or more races

- Special populations (and their counter-groups, if the special population has at least 20 students):

  - English learners and students who are not English learners.

  - Students in special education and students who are not in special education.

  - Students eligible for free or reduced price lunch and students who are not eligible.

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

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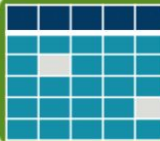The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.

Academic Progress
A score based on students' achievement levels from one year to the next. Calculated separately for **math** and **reading**.
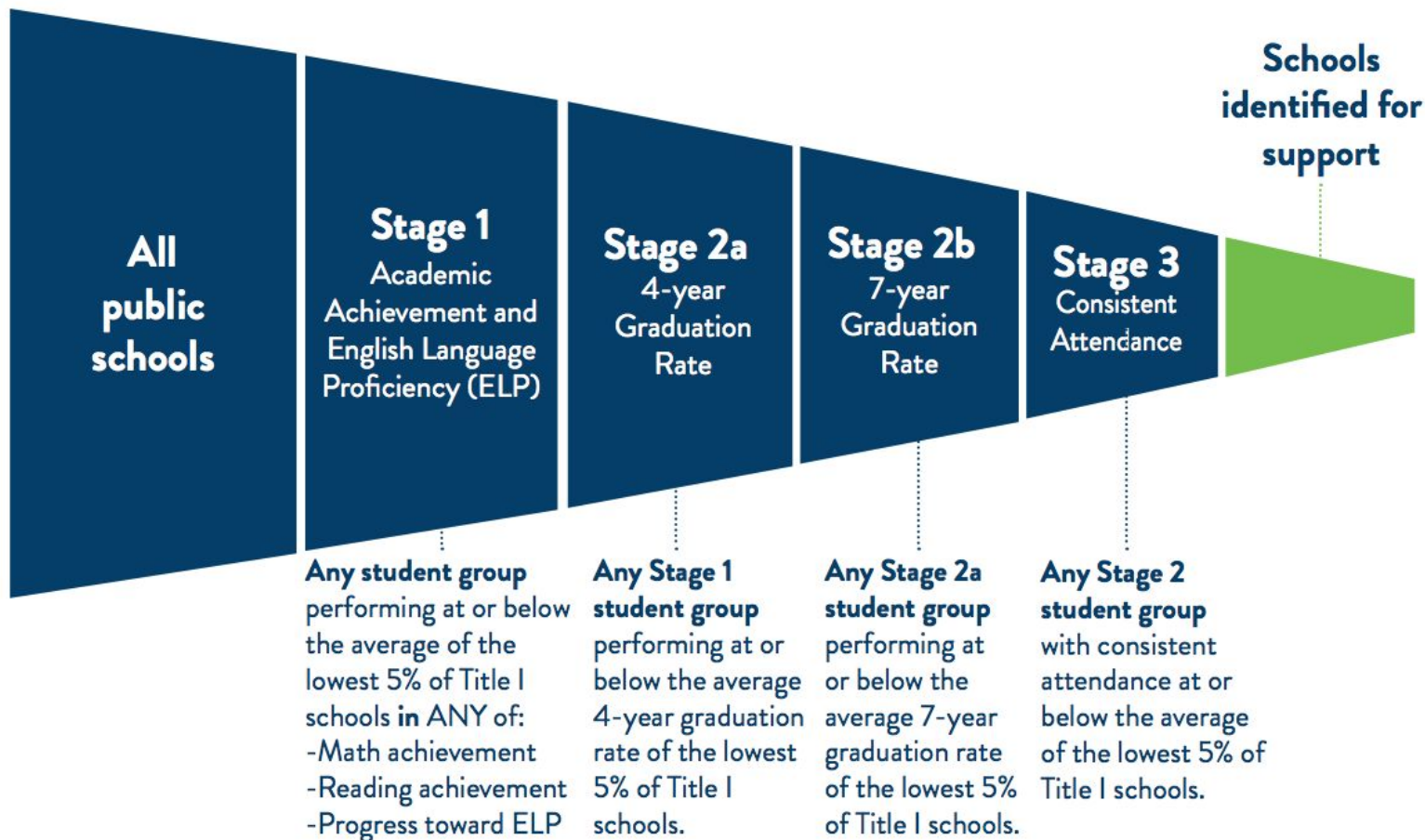
Graduation Rates
The percentage of students who graduated in **four years** and **seven years**.

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

Any Student Group Performing Similarly to the Lowest 5% of Title I High Schools

All public schools

Stage 1
Academic Achievement and English Language Proficiency (ELP)

Stage 2a
4-year Graduation Rate

Stage 2b
7-year Graduation Rate

Stage 3
Consistent Attendance

Schools identified for support

Any student group performing at or below the average of the lowest 5% of Title I schools **in** ANY of:
-Math achievement
-Reading achievement
-Progress toward ELP

Any Stage 1 student group performing at or below the average 4-year graduation rate of the lowest 5% of Title I schools.

Any Stage 2a student group performing at or below the average 7-year graduation rate of the lowest 5% of Title I schools.

Any Stage 2 student group with consistent attendance at or below the average of the lowest 5% of Title I schools.

Under ESSA, **Minnesota will identify and support between 300 and 400 schools,** much more than under our No Child Left Behind waiver (MMR).

that are low across all indicators. The process first checks school performance on the academic indicators, including academic achievement, English language proficiency, academic progress and graduation rates, and lastly, the process evaluates every school's consistent attendance rates.

Under ESSA, **Minnesota will identify and support between 300 and 400 schools,** much more than under our No Child Left Behind waiver. In addition to identifying the bottom 5 percent of Title I schools for support based on low overall performance, we further tackle the achievement gap by examining student group performance at **all public schools** to see where student groups may be underachieving. Pages 9-11 of this document explain how the

Additional help for high schools

Our model estimates that 246 high schools will be identified for low graduation rate support and improvement. Under No Child Left Behind and Minnesota's NCLB waiver, we were supporting very few high schools.

Examine student group performance at **all public schools** (not only Title 1 schools)

students who do not take the MCAs for their grade will count similarly to students who are not proficient, although they will not be labeled that way in state records or reporting to parents.

Key Points

- ESSA is in year 2 - we are still learning, and the support process is still developing (at district & state level)
- WBWF & ESSA are somewhat aligned, but are still currently 2 systems - State & Federal levels
- Accountability and reporting can look different…. Tbd

DATA ANALYSIS:

Ensure that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
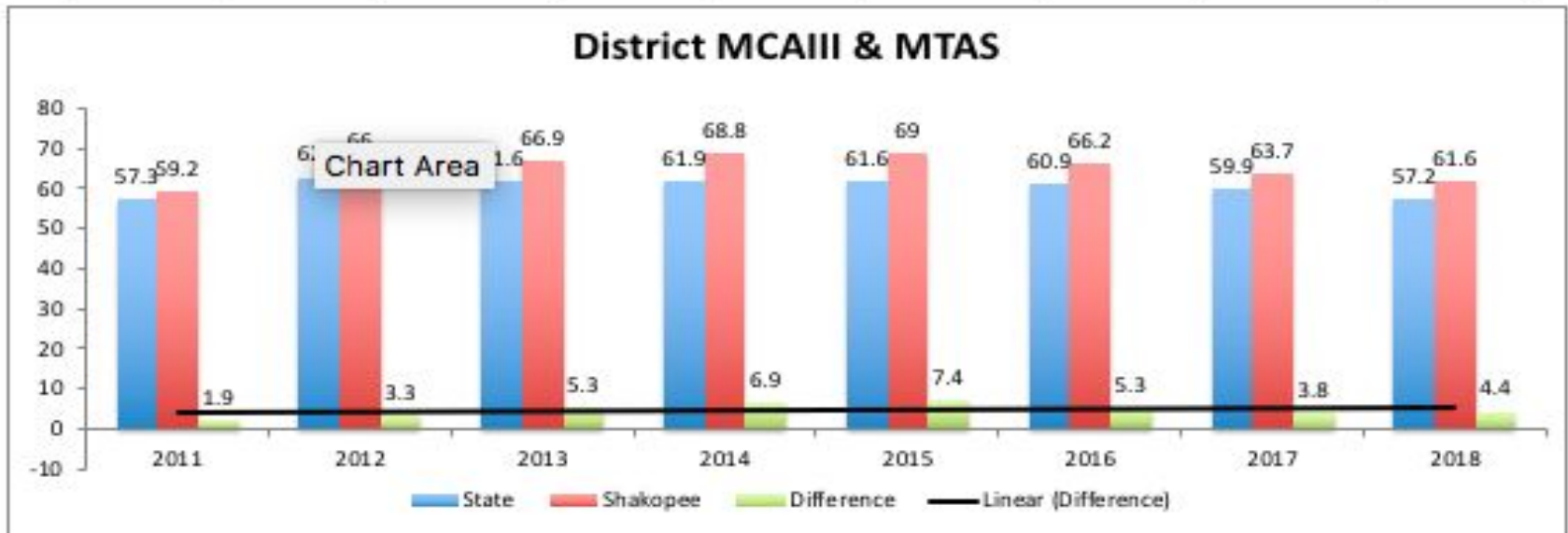
Overall District MCAIII & MTAS Reading Proficiency

District	2011	2012	2013	2014	2015	2016	2017	2018
State	75.1	76.4	58.7	59.8	60.6	60.9	61.2	59.9
Shakopee	76.5	77.6	61.2	65.8	66.9	66.9	65.7	64.3
Difference	1.4	1.2	2.5	6	6.3	6.0	4.5	4.4

District MCAIII & MTAS
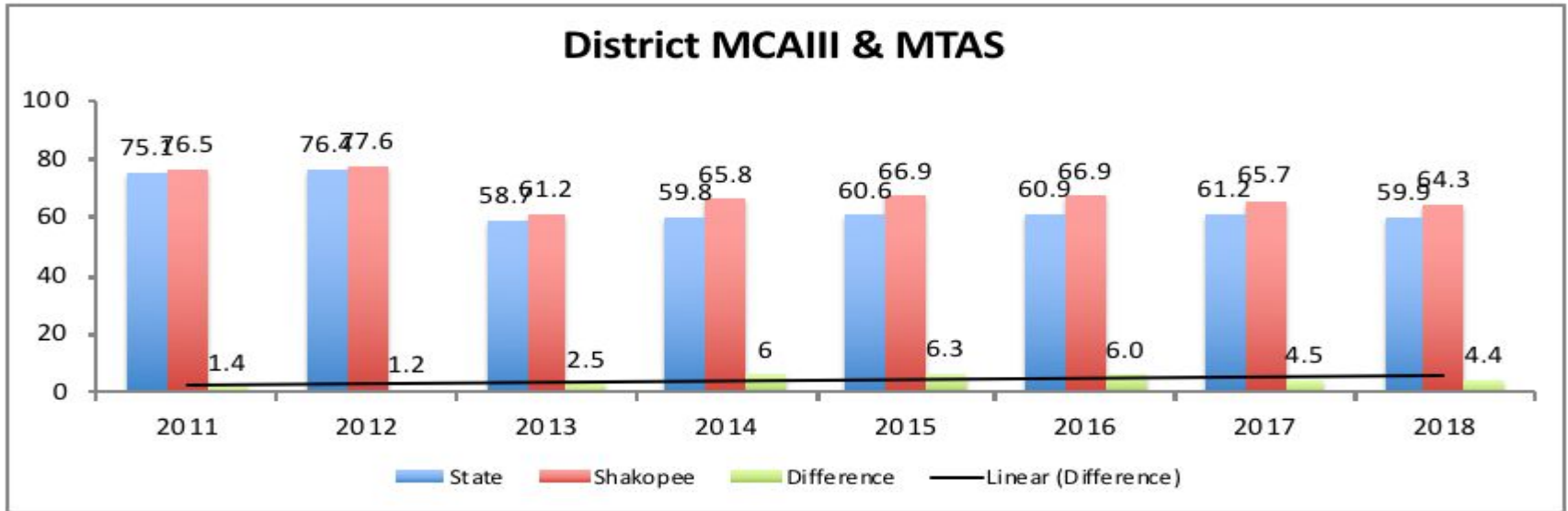
Overall District MCAIII & MTAS Math Proficiency

District	2011	2012	2013	2014	2015	2016	2017	2018
State	57.3	62.7	61.6	61.9	61.6	60.9	59.9	57.2
Shakopee	59.2	66	66.9	68.8	69	66.2	63.7	61.6
Difference	1.9	3.3	5.3	6.9	7.4	5.3	3.8	4.4

Overall District MCAIII & MTAS Science Proficiency

District	2011	2012	2013	2014	2015	2016	2017	2018
State	48.1	51.9	53.4	54.5	54.5	56.2	55.3	52
Shakopee	53	53.6	54.4	56.5	55.5	58.2	54.3	53.8
Difference	4.9	1.7	1	2	1	2.0	-1.0	1.8

Chart Area

District MCAIII & MTAS

State — Shakopee — Difference — Linear (Difference)
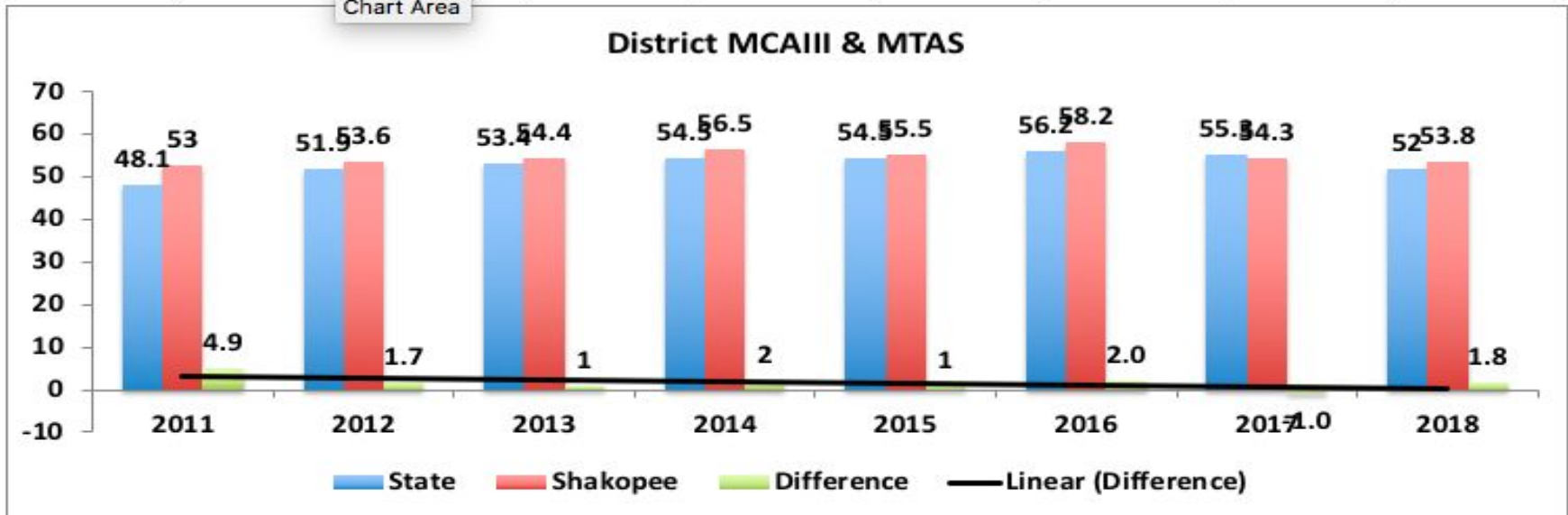
How are we responding to our data?

Shakopee Public Schools
Instructional Framework for Personalized Learning

Personalization | An approach to learning and instruction that is designed around individual learner readiness, strengths, needs, passions, and interests to create an engaging student experience. This happens through intentional design, building relationships, giving and receiving feedback, and engaging in meaningful and deeper learning.

Student Career Readiness Skills - 6 C's — STUDENTS WILL...

CRITICAL THINKING
Reason effectively, use systematic thinking, and make judgements and decisions to solve problems in both conventional and innovative ways.

Identify reasoning used to make a claim in specific situations	Assess reasoning and evidence to justify a claim, conclusion, or outcome	Apply appropriate reasoning strategies for particular outcomes	Analyze and synthesize complex information to inform a course of action

COLLABORATION
Work together to share, advocate, and compromise on issues critical to a team's success using intrapersonal and interpersonal skills in both conventional and digital settings.

Work in pairs or groups to achieve a common goal	Make decisions together through negotiation and compromise	Utilize strengths of a group or team to produce knowledge of a higher level	Interact with experts or professionals to complete authentic tasks

COMMUNICATION
Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

Organize ideas and information into a coherent message	Use multiple modalities to communicate effectively	Tailor communication for specific purposes and audiences	Synthesize, present, & share information to make new connections & recognize diverse perspectives

CREATIVITY
Be curious, imagine possibilities, develop and refine ideas, and view failure as an opportunity to learn (persistence).

Demonstrate flexible thinking by generating a variety of ideas	Adapt existing ideas or products in a novel way	Apply creative thinking and persistence to the design process while producing original work	Act innovatively to impact the local, regional, national, or global community

CULTURALLY RESPONSIVE
Learn from and work collaboratively with individuals representing diverse cultures, races, ethnicities, genders, income levels, religions, and abilities.

Recognize cultural differences & attempt to understand other perspectives	Interact with different cultures & self-reflect on commonalities of background & perspective	Value individuals and seek to celebrate, encourage, & respect differences	Demonstrate culturally responsive behavior at school and in the community

CHARACTER
Develop the personal qualities of trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience.

Identify how actions impact others and are reflective of character	Apply these core character qualities in the classroom	Demonstrate these character qualities even when no one else is watching	Model these character qualities throughout the community and school environments

Critical Instructional Practices — STUDENTS WILL...

AUTHENTIC LEARNING
Create opportunities for students to define, develop, implement, and refine solutions to real-world problems.

Define and analyze an authentic problem	Propose possible solutions to an authentic problem	Engage with stake-holders to solve an authentic problem	Implement a solution to an authentic problem in partnership with community or business

STUDENT-CENTERED LEARNING
Foster an environment where student needs, interests, and passions drive instructional choices (the how, what, when, and where of learning).

Choose how and where learning will be demonstrated	Self-select content for study and determine how learning will be demonstrated	Design a work plan to meet learning goals within a personalized timeline	Set goals, identify learning paths, track progress, and determine how learning will be demonstrated

DIGITAL LEARNING
Enable students to become producers of knowledge rather than mere consumers of content.

Use technology to access and produce information	Use technology to collaborate and communicate with others	Use technology to craft, refine, and publish content for a wider audience	Use technology to create and innovate

GRADUAL RELEASE of RESPONSIBILITY
Scaffold learning experiences in order for students to become independent learners.

Learn to clarify purpose, meaning, and process through explicit teaching	Contribute ideas and information with teacher guided instruction	Apply learning through guided practice	Engage in independent practice and transfer learning to other relevant situations

Federal Programs

Title I
Students served in 2017-18 = 187

Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

State Programs

ADSIS
Students served in 2017-2018 = 383

The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students.

Engaging Stakeholders

Our goal is to **build** greater support and capacity in schools, homes and communities, so ALL students have the chance to succeed.

Community Engagement

SHAKOPEE CAPS

CENTER FOR ADVANCED PROFESSIONAL STUDIES

HUMAN SERVICES

SCIENCE & TECHNOLOGY

ARTS & COMMUNICATION

BUSINESS & ENTREPRENEURSHIP

ENGINEERING & MANUFACTURING

HEALTH SCIENCE

FRESHMAN ACADEMY

Family Engagement

- How have you been engaged in Shakopee schools?

- Who attends?

Family Engagement

What information would we need in order to get an idea of how we're doing?

How might we get that information?

Brainstorming Ideas...

Next Steps

December 3

- Get answers to our questions on engagement
- Course proposals
- Identify new March date - March 4th