



## South Washington County Schools

Keith Jacobus, Ph.D., Superintendent

### District Service Center

7362 E. Point Douglas Rd. S.

Cottage Grove, MN 55016

Phone: 651-425-6300 Fax: 651-425-6318

### ADMINISTRATIVE REPORT

TO: Members of the School Board  
Keith Jacobus, Ph.D., Superintendent of Schools

FROM: Brian Boothe, Director of Professional Development & Accountability

DATE: November 30, 2017

TOPIC/PURPOSE OF REPORT: World's Best Workforce Update

REFERENCE TO POLICY/STRATEGIC PLAN: Personalization Objective

RECOMMENDED BOARD ACTION: Information Item

DATE FOR BOARD ACTION: December 7, 2017

### REPORT

Minnesota law passed in 2013 requires school districts to have a World's Best Workforce (WBWF) plan that demonstrates alignment between educational initiatives and goals, and shows progress toward intended achievement outcomes. The district's World's Best Workforce information can be accessed via the districts website and satisfies WBWF requirements by providing ready access to information regarding achievement goals, strategies, and results.

A WBWF report summary is also prepared in accordance with requirements from the Minnesota Department of Education (MDE), which is attached. Following the presentation to the School Board, the report summary will be submitted to MDE and posted with the other WBWF information on the districts website. Additionally, there was a public meeting held on November 29, 2017 at the District Service Center to go over the full data and gather input from various community members regarding progress and the Strategic Plan.



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: South Washington County School District - 833

Grades Served: K-12

Contact Person Name and Position: Brian Boothe, Director of Professional Development and Accountability

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

### 1. Stakeholder Engagement

#### 1a. Annual Report

- 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.
- Report: <http://www.sowashco.org/about-district-833/school-board/strategic-planning/world-s-best-workforce-summary-report-2016-17>
- Infographic: [http://www.sowashco.org/files/department/rea/files/NEW%20-%20WBWF\\_AchievementPlanOct17\\_0.pdf](http://www.sowashco.org/files/department/rea/files/NEW%20-%20WBWF_AchievementPlanOct17_0.pdf)

#### 1b. Annual Public Meeting

- A public meeting was held at the District Service Center in Cottage Grove, MN on November 29, 2017 from 6:30-8:00 pm.
- <http://www.sowashco.org/calendar/11-29-2017/community-conversation-world-s-best-workforce>

## 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Brian Boothe	Director of Professional Development and Accountability
Ian Bronson	Student Achievement Specialist – Park High School
Tim Bunnell	District Q-Comp Coordinator
Gretchen Chilcott	District Assessment Specialist
Teresa Crawford	Student System Coordinator
Erin Donarski	Student Achievement Specialist – East Ridge High School
Matt Dorschner	Director of Teaching and Learning Services
Gina Gamnis	Parent
Raj Gandhi	Parent
Rhonda Gaulke	Parent
Stacy Hinz	Student Achievement Specialist – Oltman Middle School
Lisa Hyland	Student Achievement Specialist – Woodbury High School
Molly Lester	District AVID Coordinator
Kari Lopez	Principal – Woodbury Middle School
Julie Methvan	Student Achievement Specialist – Lake Middle School
Susan Nicholas	Student Achievement Specialist – Cottage Grove Middle School
Chuck Paulson	Elementary Student Achievement Specialist
Susan Risius	Principal – Royal Oaks Elementary School
Tom Ross	Elementary Student Achievement Specialist
Sarah Scullin-Stokes	Assistant Principal – Park High School
Maria Tol	Teacher – Park High School
Sharon Van Leer	School Board Member
Pang Yang	Parent

## 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 School

Goal	Result	Goal Status
<p>We will increase the percentage of students meeting who meet fall proficiency targets for both Letter Sounds (13) and Letter Identification (33) from 46.3% in the Fall of 2015 to 53.3% in the Fall of 2017, a total increase of 7% and an annual increase of 3.5%.</p>	<p>The percent of students who met both measures in the fall of 2017 was 41.3%, a decrease of 5.0% from 46.3% in the fall of 2015. We did not meet our goal of 53.3% in this area.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p>We will increase the percentage of students of meeting spring state proficiency targets in third grade from 65.0% in the Spring of 2013 to 75.5% in the Spring of 2017, a total increase of 10.5% and an annual increase of 2.6%.</p>	<p>Scores in District 833 third grade reading proficiency on state assessments have remained flat over from 2013 to 2017. Beginning with 65% in 2013 and decreasing slightly to 64.5% in 2017. We did not meet our goal of 72.9% in this area.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal							Result	Goal Status																																																																																				
<p>We will narrow the achievement gap by 50% within the next three years by the year 2017. The following targets reflect this goal.</p> <p>MCA Mathematics Grades 3-8 and 11</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Spring 2013 Baseline</th> <th>Spring 2014 Target (Actual)</th> <th>Spring 2015 Target (Actual)</th> <th>Spring 2016 Target (Actual)</th> <th>Spring 2017 Target (Actual)</th> <th>Total increase Target (Actual)</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>78.4%</td> <td>80.1% (77.6)</td> <td>81.8% (75.0)</td> <td>83.5% (75.4)</td> <td>85.4% (75.3)</td> <td>6.9%</td> </tr> <tr> <td>Hispanic / Latino</td> <td>54.4%</td> <td>59% (52.8)</td> <td>63.6% (50.0)</td> <td>68.2% (49.7)</td> <td>72.7% (49.6)</td> <td>18.3%</td> </tr> <tr> <td>Black / African American</td> <td>57.8%</td> <td>61.8% (54.8)</td> <td>65.8% (53.8)</td> <td>69.8% (53.4)</td> <td>73.6% (50.5)</td> <td>15.8%</td> </tr> <tr> <td>White</td> <td>75.7%</td> <td>78.0% (73.2)</td> <td>80.0% (72.3)</td> <td>82.0% (72.6)</td> <td>84.1% (70.6)</td> <td>8.1%</td> </tr> <tr> <td>FRPL</td> <td>52.3%</td> <td>56.9% (51.3)</td> <td>61.5% (48.4)</td> <td>66.1% (48.2)</td> <td>70.6% (44.7)</td> <td>18.3%</td> </tr> </tbody> </table> <p>MCA Reading Grades 3-8 and 10</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Spring 2013 Baseline</th> <th>Spring 2014 Target (Actual)</th> <th>Spring 2015 Target (Actual)</th> <th>Spring 2016 Target (Actual)</th> <th>Spring 2017 Target (Actual)</th> <th>Total increase Target (Actual)</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>69.7%</td> <td>72% (69.7)</td> <td>74.3% (71.7)</td> <td>76.6% (73.7)</td> <td>78.8% (72.9)</td> <td>9.1%</td> </tr> <tr> <td>Hispanic / Latino</td> <td>51.9%</td> <td>55.5% (53.9)</td> <td>59.1% (51.1)</td> <td>62.7% (57.5)</td> <td>66.3% (52.8)</td> <td>14.4%</td> </tr> <tr> <td>Black / African American</td> <td>51.2%</td> <td>54.9% (51.2)</td> <td>58.6% (55.3)</td> <td>62.3% (57.0)</td> <td>65.8% (52.8)</td> <td>14.6%</td> </tr> <tr> <td>White</td> <td>69.5%</td> <td>71.8% (70.5)</td> <td>74.1% (73.1)</td> <td>76.4% (74.3)</td> <td>78.7% (73.7)</td> <td>9.2%</td> </tr> <tr> <td>FRPL</td> <td>47.7%</td> <td>51.6% (47.5)</td> <td>55.5% (49.5)</td> <td>59.4% (52.9)</td> <td>63.4% (50.7)</td> <td>15.7%</td> </tr> </tbody> </table>							Group	Spring 2013 Baseline	Spring 2014 Target (Actual)	Spring 2015 Target (Actual)	Spring 2016 Target (Actual)	Spring 2017 Target (Actual)	Total increase Target (Actual)	Asian	78.4%	80.1% (77.6)	81.8% (75.0)	83.5% (75.4)	85.4% (75.3)	6.9%	Hispanic / Latino	54.4%	59% (52.8)	63.6% (50.0)	68.2% (49.7)	72.7% (49.6)	18.3%	Black / African American	57.8%	61.8% (54.8)	65.8% (53.8)	69.8% (53.4)	73.6% (50.5)	15.8%	White	75.7%	78.0% (73.2)	80.0% (72.3)	82.0% (72.6)	84.1% (70.6)	8.1%	FRPL	52.3%	56.9% (51.3)	61.5% (48.4)	66.1% (48.2)	70.6% (44.7)	18.3%	Group	Spring 2013 Baseline	Spring 2014 Target (Actual)	Spring 2015 Target (Actual)	Spring 2016 Target (Actual)	Spring 2017 Target (Actual)	Total increase Target (Actual)	Asian	69.7%	72% (69.7)	74.3% (71.7)	76.6% (73.7)	78.8% (72.9)	9.1%	Hispanic / Latino	51.9%	55.5% (53.9)	59.1% (51.1)	62.7% (57.5)	66.3% (52.8)	14.4%	Black / African American	51.2%	54.9% (51.2)	58.6% (55.3)	62.3% (57.0)	65.8% (52.8)	14.6%	White	69.5%	71.8% (70.5)	74.1% (73.1)	76.4% (74.3)	78.7% (73.7)	9.2%	FRPL	47.7%	51.6% (47.5)	55.5% (49.5)	59.4% (52.9)	63.4% (50.7)	15.7%	<p>In 2016-17, District 833 failed to meet proficiency targets in mathematics in all groups, gaps still persist.</p> <p>In 2016-17, District 833 failed to meet proficiency targets in reading in all groups, gaps still persist. We did not meet our goal in this area.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
We will increase the percentage meeting proficiency targets in eighth grade from 77.6% in Spring 2013 to 83% by Spring 2017.	Scores in District 833 eighth grade reading proficiency targets on state assessments have remained stable with a decrease from 77.6% in 2013 to 76.7% in 2017. We did not meet our goal of 82.8% for the spring of 2017.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
We will increase the percentage of students graduating from high school within four years of starting from 89.6% in 2013 to 92.7% in 2017, a total increase of 3.1% and an annual increase of 0.8%.	District 833 has increased the 4-year graduation rate at all four high schools to an overall graduation rate of 92.6% in 2016. This goal is currently still in progress as we await the 2017 data.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### 3. Identified Needs Based on Data

We need to reexamine our current Pre-K and K assessment model to ensure that our measures are valid and that we are implementing developmentally-appropriate instruction in Pre-K and K. The data supporting this is a 5% decrease from 2013-2017. Our third grade literacy scores have remained flat beginning with 65% and decreasing to 64.5% in 2017. We need to enhance our literacy instruction and our understanding of benchmarks. We have implemented standards-based instruction in PreK - grade 2 to support this shift. Our results in both grade 3 and grade 8 reading have decreased since 2013 despite efforts to strengthen core instruction. We are re-examining our literacy block and our Rtl model. In the graduation rate, we are .1% away from attaining our 2017 goal of 92.7% four-year rate. We celebrate the accomplishments of our high schools in increasing the rate for students of color (Black/African American) and we will continue to monitor and support students in meeting this goal. We did not reach achievement gap targets in any group in 2017. As a result, we are overhauling our core math instruction in elementary grades K-5 to promote responsive instruction and a better understanding of the impact families and our relationships with students can have on learning.

### 4. Systems, Strategies and Support Category

#### 4a. Students

- a. *School readiness teams aligned assessment and instructional practices to meet kindergarten readiness expectations through a Standards Based Progress Report for Pre-Kindergarten students;*
- b. *PreK through Second grade teachers aligned instructional expectations through Standards Based Progress Reports that include academic standards in social & emotional development, reading, writing, spelling, mathematics, social studies, science, and work habits;*
- c. *The standards based progress reports allow educators to assess student progress of all academic areas and report it families;*
- d. *K-12 school wide consultation teams met to evaluate appropriate placement for students based on academic needs;*
- e. *All student achievement data (MAP, MCA, MTAS, ACCESS) are analyzed and reported by student demographic groups following federal and state guidelines;*
- f. *School improvement teams and professional learning communities meet on a regular basis to evaluate and monitor student progress toward shared learning targets;*
- g. *Administrators and teachers have access to student achievement data via Viewpoint, our data warehouse software system, which allows for efficient aggregation and disaggregation of student performance by individuals and demographic groups;*
- h. *Department Improvement Plans and School Improvement Plans developed indicators of progress toward successful implementation; School Improvement Planning teams use available data points to identify student progress;*
- i. *Staff engaged in professional learning regarding Culturally Responsive Teaching and Learning to better meet the needs of students.*
- j. *The strategic plan for our district calls for personalization and improving climate and culture across the district, which will focus our systemic efforts to improve student achievement.*

## 4b. Teachers and Principals

- a. *District priority areas for 2016-2017 were in Literacy and Professional Learning Communities (PLC's) and Climate & Culture;*
- b. *Systems Leaders meetings were offered monthly with a focus on Climate and Culture professional development;*
- c. *Learning Leader meetings were offered monthly with a focus on Pre-K through 12 literacy instruction;*
- d. *Principals were asked to collect evidence of student learning and share with peers in the system in an effort to robustly review the effectiveness of instruction;*
- e. *Principals are evaluated through a principal evaluation rubric once a year;*
- f. *Principals must provide evidence of school improvement efforts, instructional leadership progress, and staff/student survey information regarding leadership, climate and culture, and community feedback.*
- g. *Teachers are provided feedback regarding effective instruction through the teacher development and evaluation process, including three observations each year for all probationary staff, and one summative evaluation for all continuing contract teachers every three years;*
- h. *PLCs met in all schools and grade levels to evaluate student performance and instructional practices;*
- i. *Approximately 1,400 educators have engaged in foundational professional learning to transition to Standards Based Instruction Pre-K through 12<sup>th</sup> grade;*
- j. *Educators were offered professional learning to implement research-based practices and a focus on Professional Learning Communities (PLC's) to enhance literacy instruction;*
- k. *Continuation of efforts to align and support educator growth by modeling instructional shifts through instructional & peer coaching via: ATPPS (Q-Comp); Peer Coaching; Teacher Development and Evaluation (TDE); Department of Teaching and Learning (TLS);*
- l. *The Curriculum Advisory Committee includes parents, school board members, teachers, and administrators and follows state guidelines regarding curriculum adoptions, standards review process, and materials in classrooms.*
- m. *The District Data and Assessment Committee (DDAC) met regularly to review assessment practices in the school district and to involve community members in assessment discussions.*



#### 4c. District

- a) *Curriculum and Instruction Redesign is taking place using a Human-Centered Design Thinking approach. This approach asks us to focus on the experience students, teachers, and families have with curriculum. As a result of understanding the experience, District 833 works collaboratively with staff members to design a rigorous system of curriculum and instruction. The Human-Centered Design Thinking process allows people to use creative tools to address a vast range of challenges and we believe this approach will lead to better results. This is an ongoing process in all parts of our system;*
- b) *District wide focus on priority areas in the following groups: Learning Leaders, System Leaders, ATPPS (Q-Comp), School Improvement Plan (SIP) committees, Department Improvement (DIP) committees, District Teaching & Learning Services (TLS), and Research, Evaluation & Assessment (REA) Departments; District Data and Assessment Committee (DDAC); Advisory Staff Development Committee (ASDC); Curriculum Advisory Committee (CAC);*
- c) *As our district moves toward personalization, we are incorporating four key pillars of effective use of technology in our classrooms;*
  - i) *Access to devices for all stakeholders,*
  - ii) *Use of instructional software to efficiently deliver, monitor, and assess student learning and communicate it with students, parents, and other educators.*
  - iii) *Professional support for effective use of technology,*
  - iv) *And professional learning to incorporate technology in the classroom,*

## 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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

*Our Human Resource Department and school administrators attempt to hire and retain high quality candidates in all fields in our system. Educators in the South Washington County School District are evaluated through our teacher development and evaluation process by their administrator. Teachers participate in our Alternative Teacher Performance Pay System (ATPPS) in which they set goals and work as collaborative teams to achieve these goals. Teachers who are under performing are placed on job targets and supported to grow as professionals.*

*The South Washington County School District hires teachers on variances to support classrooms as community experts, often in difficult to fill positions. For the 2016-2017 school year, there were ten teachers who taught out of their field in our district (.77% of our overall teaching staff). To get a variance, there is a lengthy process in which the teacher has to be approved by MDE and our HR department. The process requires us to mentor the teacher as well.*

*In a large district, we often have a large percentage of probationary teachers, in 2016-2017, there were 159 probationary teachers (12.31% of our overall teaching staff). We mentor and support all new teachers to our district through training and regular meetings. As a district leadership team, we track the percentage of probationary teachers at our schools and attempt to find ways to balance seniority and student need. The highest percentage of probationary staff at one school is 40.7% and the lowest is 0.0%, and both schools serve the same community.*

*All teachers new to our district receive either an instructional mentor (someone who teaches the same grade/content) and/or a site mentor (someone at the same school) to support them in their growth and acclimate them to our district.*