



## 2017-18 World's Best Workforce Report Summary

District or Charter Name: Alexandria Public Schools

Grades Served: Pre K-12

Contact Person Name and Position: Rick Sansted, Asst. Superintendent

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 2017-18 report summary. Districts must submit this completed template by **December 15, 2018**, 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

[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.]

- [Link to summary on district website](#). The report was also distributed to the community as part of our annual report.

#### 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.]

- School Board Meeting Date – October 15, 2018
- Curriculum Advisory Council Meeting Date – October 10, 2018

### 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.]

District Advisory Committee Member	Role in District
Jason Lattimer	Business Representative
Jen Jabbas	Business Representative
Kirsten Vaagenes	Community Representative
Matt VanWatermulen	Community Representative
Angie Krebs	School Board Member
Bob Cunniff	School Board Member
Kjersten Larson	GMC Parent Representative
Neil Stroklund	Voyager Parent Representative
Jennifer Halvorson	Woodland Parent Representative
Sarah O’Kane	DMS Parent Representative
Sara Kusters	Secondary Instructor
Chara Anderson	Primary Instructor
Abigail Furth	Intermediate Instructor
Lisa Pikop	Elementary Administrator
Taylor Partington	AAHS Student Representative

Taylor Jeserit	AAHS Student Representative
Lucas Kusters	AAHS
Heather Timm	Secondary Administrator
Julie Critz	Superintendent
Rick Sansted	Assist Superintendent Teaching & Learning

- Complete the list of your District Advisory Committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents)

## 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
The goal is that all students are ready for Kindergarten. Children enrolled in APS early education programming will maintain proficiency or increase phonological awareness skills as identified by the Early Childhood Indicators of Progress (ECIP), L5 Phonological Awareness will increase from 80% in the spring of 2017 to 85% in the spring of 2018.	97.3% of children enrolled in APS early education programming maintained proficiency or increased phonological awareness skills as identified by the Early Childhood Indicators of Progress (ECIP), L5 Phonological Awareness.	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</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>The percentage of 3rd grade students meeting or exceeding proficiency will increase from 61% in 2017 to 65% in 2018 as measured by the MCAs.</p>	<p>65.5% of Grade 3 students met or exceeded grade level proficiency according to spring 2018 Minnesota Comprehensive Assessment (MCA) tests.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</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>The gap in reading as identified by the MCA test between all students as compared to students identified as Special Education will decrease from 38.5 % in 2017 to 33% in 2018.</p> <p>The gap in reading as identified by the MCA test between all students and as compared to students identified as Free &amp; Reduced will decrease from 13.4% in 2017 to 10% in 2018.</p>	<p>The special education gap in reading increased to 39.9%.</p> <p>The free and reduced gap in reading increased to 15.8%</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 (only for multi-year goals)</p>

## 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>The percentage of students planning to attend a 4 year college will increase from 44.9% in 2017 to 50% in 2018</p>	<p>54% of graduates plan to attend a 4-year college/university; 28% plan to attend a 2 year college; 11.7% plan to enter the workforce, 1% military, 6% continuing</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

		<input type="checkbox"/> Goal in Progress (only for multi-year goals)
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## 2e. All Students Graduate

Goal	Result	Goal Status
The percentage of students graduating from high school will increase from 92.9% in 2016 to 94% in 2017	<ul style="list-style-type: none"> <li>Graduation rate reported by Minnesota Department of Education (MDE) is 91.2% in 2017</li> </ul> <p>*which reflects the 2017 4-year graduation rate as the final 2018 graduation rate is still being calculated by MDE</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> <p><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.]

<p>➤ List and describe the district's needs that were identified at the start of the 2017-2018 school year and the data the needs were based upon.</p> <ul style="list-style-type: none"> <li>Identified needs are represented in the 5 goal areas of World's Best Workforce as noted in our district operational plan.</li> </ul> <p>➤ Include only the key data used to determine identified needs and limit response to 300 words.</p> <p>Student assessment data including:</p> <ul style="list-style-type: none"> <li>MCA - Data affirmed additional supports / professional development in math at our secondary schools.</li> <li>Graduation Rate - Our graduation rate went down slightly in 2018.</li> <li>ACT &amp; Accuplacer - ACT scores remain flat over the past 3 years.</li> <li>STAR Reading, Math and Early Literacy - This screening tool allows us to provide support as determined by the data.</li> <li>Student engagement surveys - our local data has been positive, we are interested in the MSS data in 2019</li> </ul>
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- Literacy assessments (F & P Benchmarking) - We piloted an updated version of the benchmark toolkit and will have full implementation in 2018-19.
- Early Ed assessments (OWL, ECIP, literacy assessments)

➤ *Bulleted points are welcome and appreciate.*

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2017-2018 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
- *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
    - Students are screened three times per year in reading, math and behavior. After the screening assessments or inventories, each school has a SIT (School Intervention Team) team that meets to review the data. This data then informs next steps on interventions or supports that are needed for students.
    - Standards based grading is implemented K-5
    - Comparison data between STAR and MCA allows us to gauge student progress toward meeting standards.
  - *Process to disaggregate data by student group.*
    - Focus on academic growth for each individual child
    - Utilize Professional Learning Communities to focus on the strategies that impact achievement for all students
    - Use of data warehouse to analyze data at site level via School Intervention Teams
    - Goals in our district operational plan address closing the achievement gaps by student group

### 4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2017-2018 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
- *System to review and evaluate the effectiveness of*
    - *Instruction*
    - *Curriculum*
    - *Teacher evaluations*
    - *Principal evaluations*

- Evaluation and Observation Process: A Framework for Teaching by Charlotte Danielson was selected as basis for our supervision and professional growth plan.
- Student Achievement and Growth: Teacher evaluation process will use data from valid and reliable assessments aligned to state and local academic standards and will use state and local measures of student growth.
- Student Engagement: Teachers will gather and use longitudinal data measuring student engagement and connection, and other student outcome measures explicitly aligned with elements of curriculum for which teachers are responsible. Annual surveys will be utilized to provide feedback on student engagement.
- Individual Goal Development Plans: Teachers will annually develop goals and action plans based upon collective reflection with the building principal around strength areas and growth areas.
- Professional Learning Communities: All teachers will participate in a peer review process that will be facilitated through the PLCs in our schools.
- Administrator evaluation process includes accountability for site and district action plans.

#### 4c. District

- *Describe the areas below. Include only the district focus areas for the 2017-2018 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - Collaborative professional culture
    - Leadership training/Capacity building
    - Mentorship Program
    - Additional training on Thinking Maps and UbD curriculum design
    - Q Comp Coaches to support instructional strategies
    - Technology Integrationist position (new in 2017-18) supports enhanced use of technology.

## 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 2017-2018 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.
  - District administration retains right of assignment for teachers.
  - We annually review classroom assessment data for all classroom teachers.
  - Schools with a greater percentage of students who qualify for FRPM are included in the hiring process with the other school administrators as our hiring is done in a collaborative fashion.
  - Teachers with the most seniority are placed in a different grade level when enrollment demands cause for teacher movement. This provides great support for our new teachers.
  - Our data discrepancies across sites are minimal and would refute teachers at one school are less qualified than those at another.
    - When we do have data discrepancies' we develop plans with the teachers on that team to improve the learning experiences for students.
  - Strategies used to improve students' equitable access to experienced, effective and in-field teachers.
  - American Indian Education Parent Advisory Council was implemented in 2016-17 and continues to this day.