



2016-17 World's Best Workforce Report Summary

District or Charter Name: Burnsville Public Schools

Grades Served: Kindergarten through 12th grade

Contact Person Name and Position: Stacie Stanley, Director of Curriculum, Assessment, Instruction & Support Services

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.

If you have questions while completing this summary, please feel free to email 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.]

- 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.

[ISD 191 World's Best Workforce](#)

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.]

➤ January 16, 2018

[Agenda](#)

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
Mulki Hussein	Parent
Kadra Warsame	Parent
Sam Sam Jama	Parent
Donna Jensen	Parent
Bob VandenBoom	Board Member
Ileana Angulo	Parent
Jorge Gomez	Parent
Karla Spencer-George	Parent
Karla McHugh	Parent
John Murray	Parent
Maria Ruhland	Teacher
Adelina Navarro	Parent
Chris Bellmont	Principal
Jeff Pope	Teaching and Learning Coordinator
Julie Krohn	EL Program Coordinator
Mary Lopez	Cultural Liaison
Jeana Stout	Parent
Abigail Alt	Parent
Liz Pytrowski	Teacher

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><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The percentage of kindergarten students meeting or exceeding the AimsWeb Letter Name Fluency (LNF) benchmark in the Fall of 2016 will be at 50% or greater</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>In the Fall of 2016, 41.7% of kindergarteners met or exceeded the LNF AimsWeb Benchmark</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <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><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The percentage of all ISD 191 3rd grade students demonstrating proficiency on the MCA III spring reading assessment will increase from 46.2% in the spring of 2016 to 49.2% in the spring of 2017</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>In the spring of 2017 43.8% of 3rd grade students met or exceeded proficiency</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><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>SMART Goal (s):</p> <ul style="list-style-type: none"> - Reduce the achievement gap by 50% by 2017 between White students and American Indian/Alaskan Native students in MCA reading scores by 3.8% annually. - Reduce the achievement gap by 50% by 2017 between White students and Asian/Pacific Islander students in MCA reading scores by 1.6% annually. - Reduce the achievement gap by 50% by 2017 between White students and Hispanic students in MCA reading scores by 4.9% annually. - Reduce the achievement gap by 50% by 2017 between White students and Black students in MCA reading scores by 4.0% annually. - Reduce the achievement gap by 50% by 2017 between students who do not receive Free/Reduced Priced meals and students who receive Free/Reduced Priced meals in MCA reading scores by 4.0 % annually. 	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <table border="1" data-bbox="626 327 1266 609"> <thead> <tr> <th>Student Group</th> <th>Gap Goal</th> <th>Gap Actual</th> </tr> </thead> <tbody> <tr> <td>American Indian</td> <td>16.4</td> <td>33.4</td> </tr> <tr> <td>Asian</td> <td>7.6</td> <td>10.5</td> </tr> <tr> <td>Hispanic/Latino</td> <td>23.7</td> <td>37.9</td> </tr> <tr> <td>Black</td> <td>16.8</td> <td>32.3</td> </tr> <tr> <td>FRP</td> <td>19.1</td> <td>32.8</td> </tr> </tbody> </table>	Student Group	Gap Goal	Gap Actual	American Indian	16.4	33.4	Asian	7.6	10.5	Hispanic/Latino	23.7	37.9	Black	16.8	32.3	FRP	19.1	32.8	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
Student Group	Gap Goal	Gap Actual																		
American Indian	16.4	33.4																		
Asian	7.6	10.5																		
Hispanic/Latino	23.7	37.9																		
Black	16.8	32.3																		
FRP	19.1	32.8																		

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

Goal	Result	Goal Status
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<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Increase the number of students in grades 7-12 enrolled in ISD 191 AVID elective courses from 240 students in 2014-2015 to 252 (5%) students in 2015-16.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>There were 444 ISD 191 7-12th grade students enrolled in ISD 191 AVID elective courses</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>
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2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>4- year graduation rate district-wide (All students) will increase by 2 percentage points from 85.2% in 2015 - 2016 to 87.2% in 2016 - 2017</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>**At the time this report was submitted, 2016 graduation rates had not been published.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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.]

- Achievement data from MCAs, MCA Benchmark Reports, NWEA MAP, ACT, AIMSweb, ACCESS, PBIS ODR and student surveys were analyzed at a district and site level as part of the development of school improvement plans and professional development plans. As available, data is reviewed at the Principal Leadership Academy (district level), in Building Leadership Team meetings (site level), and by Collaborative

Teams (classroom level). The district needs identified were:

- Development of grade level guarantees based that are aligned to MN ELA State Standards and articulated K-12
- Quality core curriculum (re-examination & alignment of MN State ELA Standards and instructional resources) in the area of literacy instruction at the elementary level
- Fidelity of implementation of the current MN State Math Standards & math curriculum resources K-12
- Professional development for content area teachers in the area of Sheltered Instruction.
- Professional development for 6-12th grade teachers in early math skills to ensure they are able to meet the learning needs of their students who perform below grade level.
- ☑ In addition, data from calibration visits/classroom walk-throughs indicated the need for greater active engagement instructional strategies and formative assessment to guide instruction.

4. Systems, Strategies and Support Category

4a. Students

- **Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.**
- District Leaders, Principals and Teachers use a variety of progress monitoring tools, including: AIMSweb benchmark assessments, NWEA MAP, ACCESS, and classroom level assessments to determine student progress toward meeting district grade level guarantees and MN State Standards.
- Data is reviewed in an on-going manner by directors, coordinators and program supervisors (district level), by principals and classroom teachers during in grade and department data day meetings (site level), and by collaborative teams (Classroom level).
- ISD 191 recently began using the Viewpoint data warehouse, which allows teachers, principals and district staff to easily access student performance data.
- The district assessment coordinator, director of curriculum, assessment & instruction and director of special education meet with principals on a monthly basis to examine student performance and verify instruction and programming is targeted at student need.

4b. Teachers and Principals

- **Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.**
- ISD 191 uses a review process to formally review curriculum & programs to ensure continuous improvement of our teaching and learning program. The process is flexible, allowing for the district to respond to the need for standard revisions, adjustment in the alignment of curriculum resources with state standards.
 - ProPay (Q-Comp) is a program offered through the State of Minnesota Department of Education. Burnsville Public Schools has developed a plan that meets the 5 components of the law. Those components include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule. This plan was collaboratively designed to meet the specific needs of licensed staff members in the district.
 - Danielson Framework continues as part of our teacher evaluation system. On-going goals for this framework are effective instruction, professional development and meeting state statute for classroom evaluations on Domains 2 (Classroom Environment) and 3 (Instruction)
 - The principal evaluation model anticipates a three-to-five year performance improvement cycle. In the first year, the principal must set measurable goals for the entire evaluation cycle. The goals require self-assessment, professional development, and demonstrating performance on core principal competencies. The goals also require ongoing performance reviews throughout the cycle. The superintendent, or designee, must annually evaluate the principal's progress in realizing those goals.

4c. District

- **Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.**

Technology

- All 9-12 teachers participated in on-going professional development related to blended learning and the use of our Schoology on-line learning management system.
- ISD 191 added digital learning specialists to each elementary school. As part of their role, each month the specialists provide instructional coaching for elementary classroom teachers.
- ISD 191 restructured the middle school digital learning classes, to include coding for all students. Middle school digital learning specialists participated in robotics and coding professional development.

Collaborative professional culture

- All teachers meet weekly in collaborative teams (PLCs) using the four PLC questions (1) Grade Level Guarantees: What do we expect our students to learn? (2) On-going Assessment: How will we know they are learning? (3) Intervention: How will we respond if they don't learn? (4) Enrichment: How will we support students who already know the content? Support teachers such as ESL teachers and interventionists are also members of collaborative teams.
- Teachers sit on curriculum review, adoption and continuous improvement teams to provide leadership related to the curricular resources and instructional practice design process.
- Each school and program has a building leadership team, which shares in the leadership of School Improvement Planning, Site level Professional Development and Data Analysis

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.**
- ISD191 Burnsville-Eagan- Savage Schools uses a predetermined average class size to calculate the number of FTE's per building. The high school is staffed based upon an average of 36 students per class, middle school is 33 students and elementary is 24.5 students. We have 3 middle schools and 10 elementary buildings and each are staffed according to the same applicable formula. Categorical funding or individualized services such as special education or EL services are also allocated based upon demonstrated need and a predetermined process to allocate fte's. Our district has limited contractual language restricting administration right of assignment to address staffing needs in the buildings. The language uses seniority to limit who can be removed from a location, but it does not impact the ability to assign to other sites. This allows principals and directors to maintain an equitable distribution of staff according to needs. We also run reports by building to monitor the distribution of teacher experience.
 - Through the annual STAR report, we demonstrate that all of teachers are appropriately licensed and highly qualified. The 2016 Staffing Profile shows that we have 100% Highly Qualified staff. .3% of our teachers needed special permissions on their license. 76% of our teachers have a Masters and 62% have taught over 10 years. The majority of buildings are within 5% points of college level. The distribution of years of experience is also consistent across the schools. The number of staff on formal improvement plans is less than 1%.

Table of allocation by years of experience:

ECSE CENTER	100.00%	EAGLE RIDGE	100.00%	ALTERNATIVE HIGH SC	100.00%
0-5 Years	52.63%	0-5 Years	44.68%	0-5 Years	22.22%
6-10 years	15.79%	6-10 years	12.77%	6-10 years	22.22%
11-15 years	21.05%	11-15 years	2.13%	11-15 years	11.11%
16-20 years	10.53%	16-20 years	12.77%	16-20 years	38.89%
EDWARD NEILL	100.00%	21-25 years	21.28%	26+ years	5.56%
0-5 Years	18.18%	26+ years	6.38%	BEST	100.00%
6-10 years	15.15%	METCALF	100.00%	0-5 Years	60.00%
11-15 years	24.24%	(blank)	2.00%	6-10 years	40.00%
16-20 years	15.15%	0-5 Years	28.00%	BHS	100.00%
21-25 years	3.03%	6-10 years	14.00%	0-5 Years	28.77%
26+ years	24.24%	11-15 years	14.00%	6-10 years	13.70%
GIDEON POND	100.00%	16-20 years	16.00%	11-15 years	17.12%
0-5 Years	29.03%	21-25 years	16.00%	16-20 years	16.44%
6-10 years	25.81%	26+ years	10.00%	21-25 years	15.07%
11-15 years	19.35%	NICOLLET	100.00%	26+ years	8.90%
16-20 years	3.23%	0-5 Years	33.33%	Grand Total	300.00%
21-25 years	12.90%	6-10 years	8.33%		
26+ years	9.68%	11-15 years	18.75%		
HARRIET BISHOP	100.00%	16-20 years	20.83%		
0-5 Years	5.71%	21-25 years	6.25%		
6-10 years	25.71%	26+ years	12.50%		
11-15 years	17.14%	Grand Total	300.00%		
16-20 years	20.00%				
21-25 years	22.86%				
26+ years	8.57%				
HIDDEN VALLEY	100.00%				
0-5 Years	34.15%				
6-10 years	19.51%				
11-15 years	14.63%				
16-20 years	12.20%				
21-25 years	12.20%				
26+ years	7.32%				
MW SAVAGE	100.00%				
0-5 Years	19.35%				
6-10 years	22.58%				
11-15 years	12.90%				
16-20 years	19.35%				
21-25 years	12.90%				
26+ years	12.90%				
RAHN	100.00%				
0-5 Years	32.14%				
6-10 years	17.86%				
11-15 years	14.29%				
16-20 years	7.14%				
21-25 years	17.86%				
26+ years	10.71%				
SIoux TRAIL	100.00%				
0-5 Years	32.00%				
6-10 years	12.00%				
11-15 years	36.00%				
16-20 years	12.00%				
21-25 years	4.00%				
26+ years	4.00%				
SKY OAKS	100.00%				
0-5 Years	23.08%				
6-10 years	33.33%				
11-15 years	10.26%				
16-20 years	5.13%				
21-25 years	17.95%				
26+ years	10.26%				
VISTA VIEW	100.00%				
0-5 Years	29.03%				
6-10 years	29.03%				
11-15 years	9.68%				
16-20 years	19.35%				
21-25 years	9.68%				
26+ years	3.23%				
WM. BYRNE	100.00%				
0-5 Years	28.13%				
6-10 years	18.75%				
11-15 years	18.75%				
16-20 years	15.63%				
21-25 years	6.25%				
26+ years	12.50%				