



World's Best Workforce Plan FY2024

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Introduction and Context

The mission of Northeast Metro 916 Intermediate School District is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students. As an extension of our member districts, we focus on creating educational opportunities for the highest-needs students to enter the workforce as highly qualified individuals. Our schools serve nearly 5,000 of the highest-need students in Anoka, Ramsey, and Washington Counties, and we've increasingly become the front line of the children's mental health system. The following outlines our district's plan and commitment to educating the *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11). Students are enrolled in our programs as part of their home district's plan to provide individualized and personalized instruction. Thus, this plan recognizes the intermediate district's role in meeting those highly individualized needs.

District Plan Reporting Components

We will report annually on district goals to our member districts. As an extension of our member districts, the intermediate district provides programs and services for specific groups identified and referred by the members. Therefore, the student performance data is best understood and analyzed in the context of the member district population. We provide student data to our member districts for consideration in their reporting and transition back to their communities.

1. Clearly defined, locally developed student achievement goals: *World's Best Workforce* Performance Categories

The results reported to the state for the *World's Best Workforce* focus on growth. However, students who come to our programs often have a disrupted sequential educational experience. Therefore, these goals are established based on individual progress to fill gaps and accelerate learning to reach equitable achievement levels.

1. Kindergarten preparation

Our only preschool-aged program serves students in our Auditory/Oral Program. The Auditory/Oral Program educates students 18 months through age 5 with hearing loss. Most students learn with their typical peers (in the least restrictive environment), receptive (listening/ understanding) skills, and expressive (speaking) English language skills in collaboration with families and local schools.

2. Closing achievement gaps

Racial equity is at the core of our strategic priorities. We have intensified our

efforts to address achievement gaps with improved data collection and professional development on culturally responsive, trauma-informed, and restorative practices. To focus more intently on providing an equitable learning experience for all students, 916 has developed professional learning opportunities for staff, a board-approved equity policy, and site-based equity goals based on the unique needs and identities of the students in each program.

3. Career and college readiness

916 supports member districts at our 916 Career & Tech Center for approximately 950 students. We also support readiness through our Career Technical Pathways program, work experience opportunities, and student goals within IEPs using Standards-Based Mastery Assessments of transition standards. Students who attend our ALCs receive curriculum and lifelong planning beyond graduation with staff support.

4. Graduation rates

Graduation rates reflect the disabilities, mobility, and disrupted educational backgrounds of the students we serve. Despite this, our secondary schools are held accountable to the same graduation outcomes measurements as all other high schools. Therefore, those schools have participated in Comprehensive Support through ESSA and this WBWF plan.

2. Assessment & evaluation process and Annual results reporting

An annual report to the 916 School Board will outline the plan and progress the intermediate district has made on the WBWF plan. This will include innovative programs and services designed in response to the members' commitment to creating the World's Best Workforce. A copy of this report will be submitted to the Commissioner of the Minnesota Department of Education each year.

Performance Measure Levels

Our process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction includes standardized and individualized methods. Because of the uniqueness of our enrolled population, the standard measurements of progress cannot always be extrapolated to provide valid instructional feedback about our programs or schools. Students often return to their home districts or transfer to other learning environments, causing our yearly data to reflect a different set of students than were involved the previous year and a disproportionate number of new students just beginning their progress trajectory by the end of the year. To provide more effective monitoring, student progress is measured at several levels.

- Students participate in required state testing and other standardized assessments

as appropriate, including the ACT and MCA/MTAS, to provide a high-level view aligned with state requirements. These assessments provide an important but limited picture of our students' academic successes.

- Students come to us with significant gaps in learning, along with extensive mental health and learning needs. On the other hand, standardized assessment measures are generally normed to a traditional student population. We rely on curriculum or individual-based growth measures to provide more accurate indicators to set progress goals.
- Student progress at the program or school level is better monitored when we use various methods to provide valid instructional feedback.
- Student progress at the individual level is monitored through the system of Individual Education Plans (IEPs) in special education and Continuous Learning Plans (CLPs) in the Area Learning Center (ALC). Individual progress and grades are reported to the home district for students not enrolled full-time in Northeast Metro 916 programs, such as Career & Tech or Care & Treatment programs. Therefore, the student performance data is best understood and analyzed in the context of the member district population. Individualized student reports are shared with member district superintendents and special education directors.

3. Ongoing progress reporting

A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce will be developed and reported to the board annually.

4. Strategies for improving instruction, curriculum, and student achievement.

In connection with our use of the Danielson Framework for Effective Teaching for staff evaluation and the Student-Centered Coaching model, our Instructional Coaches provide 1:1 to teachers to improve instructional practices and the effectiveness of the curriculum by analyzing data from the assessment process and gathering feedback from students as appropriate. We have established curriculum and instruction teams to help align, prioritize, and guide curricular decisions using our Justice-Oriented Curriculum and Instruction and Curriculum and Instructional Review process. Because MDE has identified us for Comprehensive Support and Improvement due to graduation rates, we are also benefiting from the support from the Regional Centers of Excellence to improve our school improvement plans and advance our leadership teams.

5. Education effectiveness practices

Our district's strategic actions and site goals are embedded in evidence-based practices and strategies for improving instruction, curriculum, and student achievement. Our

professional learning plans include district-wide and site-specific training on effective instructional practices, Professional Learning Communities, cognitive and instructional coaching, instructional rounds, walkthroughs, and performance evaluations to further reflective practice. We also continue to build a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness through our Thriving at 916 program, mentoring for new staff, peer coaching for all staff, and a developing Grow Your Own program for supporting staff in acquiring a special education license.

6. Budget alignment

The district plan is closely aligned with the strategic initiatives that provide an ongoing structure and resources for realizing innovative, effective instruction to meet our member districts' most challenging educational needs.

Stakeholder Engagement

Because of the relationship between the intermediate district and our members, our primary stakeholders are our member districts, and our services are an extension of them. Thus, our school board fulfills the function of a district advisory committee for the WBWF plan. However, we have a District Advisory Committee consisting of caregivers to provide input and feedback. Our family engagement efforts have increased in recent years through our strategic actions and by adding a Family Engagement Supervisor. The goals of the World's Best Workforce Plan are an extension of the goals from the strategic actions.

Two years ago, we began to develop a strategic plan for 2022-2026 that we call our strategic actions. Since the sunset of our previous strategic priorities in 2022, we have been guided by our strategic actions. Northeast Metro 916 is committed to advancing racial equity and producing equitable student outcomes through evidence-based instruction, trauma-responsive and healing-centered practices, and employee well-being. Racial equity is foundational to 916's mission and embedded in all its priorities. As a trauma-responsive and student-centered school district, we support students' academic, emotional, and behavioral needs to thrive in school and life. Our strategic actions of racial equity, creating the conditions for student success, and growing capacity for student success keep student outcomes at the center and exist as our roadmap to happy and proud students.

Following the disruptions of the last 2-3 years due to the pandemic and community violence, our students are faced with more sizable learning gaps and more acute trauma and mental health challenges. Our goals for student learning thus are part of a larger effort to help our students, families, and staff reconstruct routines, social-emotional connections, and future goals and aspirations that will provide purpose and meaning to their personal, professional, and academic lives. In setting specific goals for the 2022-2023 school year, we saw the need to reestablish our primary outcomes for mental health and literacy and the foundational strategies that support

continued growth in those areas. These goals and strategies are articulated in our district goals for FY23, developed from our strategic actions.

Goals for FY24

Goal Area	2023-2024 Goals
All Students Ready for Kindergarten	<p>During the 2023-24 academic year, 100% of our Auditory/Oral students will demonstrate growth in at least one indicator area, demonstrating 20% growth from baseline on the MN standards of Early Childhood Indicators of Progress (ECIP).</p> <p>Progress monitoring takes place using baseline (fall), mid-year (winter), and summative (spring) data with the use of teacher tracking tools utilized at PLC meetings, including observation, rubrics, and student artifacts.</p>
Close the Achievement Gap(s) Among All Groups	<p>By June 30, 2024, racial disparities between students who score as “does not meet” on MCA/MTAS Reading and Math assessments will be eliminated.</p> <p>In 2023:</p> <ul style="list-style-type: none"> • White students (142/221) who scored “does not meet” 64.25% (-31) • Black/AA students (122/158) who scored “does not meet” 77.22% (-44%) • Two or More students (32/35) who scored “does not meet” 91.43% (-58) • Asian students (22/33) who scored “does not meet” 66.67% (-33%) • Hispanic/Latino students (16/34) who scored “does not meet” 47.06 (-14%) • American Indian/AN students (1/3) who scored “does not meet” 33% (baseline) • Native Hawaiian students (0/0) who scored “does not meet” NA
All Students Career- and College-Ready by Graduation	<p>The percentage of all students in grades 11 and 12 who participate in the ACT assessment at 916 Area Learning Centers/ARIS who meet or exceed the College Readiness Benchmark composite score (15) as measured by ACT will increase from 50% in 2023 to 60% in 2024.</p>
All Students Graduate	<p>From Spring 2023 to Spring 2024, the 4-year graduation rate will increase from 10.54% to the state-mandated goal of 67% (based on ESSA requirements).</p> <p>From Spring 2023 to Spring 2025, the 7-year graduation rate will increase from 30.77% to 50%.</p>