

Accountability 2.0 and the World's Best Workforce—What Does It Mean?

World's Best Workforce Continuing Guidance

Goals of Presentation

- **Outline key goals of “World’s Best Work Force” legislation (Section 120B.11 amended)**
- **Provide information and support for WBWF Reporting Requirements**
- **Explore possibilities to align support for existing state initiatives to the World’s Best Work Force (WBWF) strategic plan for districts**

Accountability 2.0 and the World's Best Workforce – Legislation Goals

- **“World’s Best Workforce” means striving to:**
 - Have all students meet school readiness goals
 - Have all third grade students achieve grade-level literacy
 - Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
 - Have all students graduate from high school
 - Have all students attain college and career preparedness

State Accountability System

The result of the legislation is a state accountability system that is locally owned, *developed with parent and community involvement* and supported by MDE guidance and technical assistance in continuous school improvement planning.

Accountability 2.0 and the World's Best Workforce – Plan Development

- **School board adopts a plan this fall to support and improve teaching and learning that is aligned to the World's Best Work Force and includes:**
 - **Clearly defined locally developed student achievement goals and benchmarks**
 - **Processes in place to evaluate each student's progress toward meeting the state and local academic standards**

Accountability 2.0 and the World's Best Workforce – Plan Development Con't.

- **A system to review and evaluate the effectiveness of instruction and curriculum**
 - Teacher Evaluation and Development System in place in 2014-15
- **Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance and effectiveness**

Accountability 2.0 and the World's Best Workforce – Plan Development Con't.

Evidence-based strategies for improving effective classroom instruction, curriculum & student achievement, *including English and, where practicable, the native language development and the academic achievement of English learners;

***New legislation language**

Overview and Expanded Checklist for District Strategic Plan to Support and Teaching and Learning Aligned with Creating the World's Best Workforce – (Excerpt)

District Plan Components and Activities

- Provide clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups.
- *Existing District Resources and Plans may include: Q Comp Plan; Alternative Delivery of Specialized Instructional Services (ADSIS); School Improvement Plan (SIP), Integration Plan, Educator Effectiveness Plan, District integration Plan, District Staff Development Plan, Continuous Improvement Monitoring Process (CIMP) Plan*
- *Statement may be informed by the following questions and use of the following quality practices:*

Accountability 2.0 and the World's Best Workforce – Advisory Committee

- **School boards will establish an advisory committee that:**
 - **Ensures community engagement in the development and review of the plan**
 - **Makes recommendations to the school board regarding rigorous academic standards, student achievement goals and measures**

Accountability 2.0 and the World's Best Workforce – Advisory Committee

- A district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents,^{*}and provide translation to the extent appropriate and practicable. The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and 2a.

^{*}New legislation language

Accountability 2.0 and the World's Best Workforce – Annual Report

- District is to publish a report annually on district plan results from previous year (each fall)
- School board will hold an annual public meeting
- Periodically survey constituencies about their connection to schools and level of satisfaction
- School Board must submit an electronic *summary* of the report to the commissioner
 - <http://education.state.mn.us/MDE/SchSup/WorldsBestWorkforce/index.html>

Accountability 2.0 and the World's Best Workforce – Evaluation

- **The Commissioner's Office must:**
 - Assist districts in the identification of effective targeted strategies, practices, and the use of resources by districts and schools striving for the World's Best Work Force
 - Identify those districts in any three-year period not making sufficient progress toward improving teaching and learning *for all students, including English learners with varied needs, consistent with section 124D.59, subdivisions 2 and 2a, and striving for the world's best workforce.

*New legislation language

Accountability 2.0 and the World's Best Workforce – Evaluation

- **The Commissioner's Office has authority to:**
 - In collaboration with the district, may require a district to use up to two percent of its basic education revenue per fiscal year during the three years to implement targeted strategies and practices.
 - Provide support to improve and accelerate a district's progress to strive for the World's Best Work Force

District Timeline

- **Fall- Winter 2014**

- Review of 2013-14 plan implementation results outlined in a WBWF Annual Report that is posted to the website and disseminated to stakeholders
- School Board must submit an electronic *summary* of the report to the commissioner

Ongoing

- Meet with stakeholders on the plan
- Survey constituents for their input
- Regularly review the plan through progress monitoring of initiatives and student achievement

District Timeline Con't

Spring 2015

- Continue meeting with Advisory Committee on plan progress and development
- Continue communicating the plan to stakeholders
- Students are assessed with formative assessments throughout the year to determine growth
- State testing is completed with summative data available for monitoring plan success
- Review of plan impact in preparation for development of 2015-16 plan. (PDSA Cycle)

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National Governors Association Talent Pipeline Policy Academy

Purpose

Increase the alignment of
the state's education and training pipeline
to the needs of the economy.

Minnesota Themes

- There's lots going on in workforce development—how can we better coordinate and gain traction toward a shared vision?
- Hiring difficulties, localized skills gaps
- Addressing disparities
- A changing workforce: aging, more diverse, impending shortages
- Career pathways, sector initiatives, employer engagement, work-based learning

Vision

A healthy economy, where all Minnesotans have or are on a path to meaningful employment and a family-sustaining wage, and where all employers are able to fill jobs in demand.

Goals - DRAFT

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps are closed.
4. All students are ready for career and postsecondary education.
5. All students graduate from high school.
6. All Minnesotans complete some postsecondary credential.
7. All postsecondary graduates are working full-time one year after graduation.
8. All Minnesota households earn a family-sustaining wage.
9. The skills of Minnesota's workforce are aligned to the needs of employers.

“World’s Best Workforce” means striving to:

**Have all students meet school readiness goals
(Have all students ready for kindergarten)**

- ***Support for districts:***
 - **Early Learning Indicators of Progress (ECIP) Revision**
 - **Revised School Readiness Study (MN measure of Student performance at the beginning of kindergarten)
-identification of assessments aligned to ECIPs**
 - **Full-day Kindergarten Technical Assistance**
 - **P-3 Leadership Institute**
 - **ECFE / School Readiness / Head Start / ECSE**

“World’s Best Workforce” means striving to:

Have all third grade students achieve grade-level literacy

– District Literacy Plans

- Assessment plan implemented to identify reading difficulty
- Tiered interventions implemented and monitored
- Parent notification and home connections provided
- Staff professional development provided, as needed
- Data collected, submitted, and ***used for decision-making***
- All of the above documented and posted on your website

– English Language (ELA) Toolkit Implementation through Regional Centers

“World’s Best Workforce” means striving to:

- **Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.**
 - **Reporting of district MMR Gap Closure Measurement**
 - **Support of Focus, Priority and Continuous Improvement Schools to close gaps**
 - **Implementation of interventions to meet the goals of the district’s Integration Plan**
 - **Regional trainings in the use of Access data to drive instruction in ELL programming**

“World’s Best Workforce” means striving to:

Have all students graduate from high school

- **Minnesota Early Indicators Response System (MEIRS) regional trainings**
- **Post-Secondary Transition Plan support and regional trainings**
- **Development of multiple pathways to graduation**
- **Support for online learning, alternative learning settings and adult basic education as pathways to a diploma**

“World’s Best Workforce” means striving to:

- **Have all students attain college and career preparedness**
 - **Definition for career and college readiness in legislation**
 - **Shared learner outcomes in developmental education (K-12 and MnSCU)**
 - **Post-Secondary Transition Plan support and trainings**
 - **Pathways to Postsecondary Summits across the state**
 - **P-20 Partnership to form recommendations for districts**
 - **Aligned career and college readiness assessments**
 - **Expansion of dual credit and career and technical education college credit options and pathways**

Questions on the World's Best Work Force Legislation?

For updated information on the WBWF legislation and planning guidance, log onto the weekly Superintendent's Newsletter on the MDE website; the exclusive site for updated information.

<http://education.state.mn.us/MDE/Welcome/OfficeCom/Super/index.html>

E-mail questions regarding this legislation can be sent to:

MDE.WorldsBestWorkForce@state.mn.us