

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

## World's Best Workforce Initial Guidance

# Goals For Today

- **Outline key components of “World’s Best Work Force” legislation (Section 120B.11 amended)**
- **Provide information and support for alignment of district initiatives to ensure college and career preparedness for all students**
- **Explore possibilities to align existing programs to the district’s World’s Best Work Force (WBWF) strategic plan**

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

- **“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

# Accountability 2.0 and the World's Best Workforce – Performance Measures

- **Success in reaching the World's Best Work Force goals will rest on the following performance measures:**
  - **Student performance on the National Association of Education Progress (NAEP)**
  - **Reduction of the academic achievement gap by student subgroup**
  - **Student performance on the MN Comprehensive Assessments**
  - **College and career readiness under section 120B.30, subdivision 1**
  - **Other locally utilized assessment measures**

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

- **School board is to adopt a plan 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**
  - **Process 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

- **A system to review and evaluate the effectiveness of instruction and curriculum**
- **Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness**

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

- **Evidence-based strategies for improving effective classroom instruction, an articulated curriculum and student achievement results**
- **An annual budget for implementation and sustainability of district plan**

# Plan Development *Example* – Educator Effectiveness Systems

- **Recommended Plan Components –**
  - *Agreement between local union and school board on a teacher evaluation system*
  - *A rubric that defines effectiveness of instruction (attach to plan)*
  - *Description of the professional standards the district used in the development of the system,*

# ***Example – Educator Effectiveness Systems***

- **Recommended Plan Components -**
  - ***Describe the forms of teacher collaboration; i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction***
  - ***Describe opportunities for evaluation feedback on instruction from summative evaluators,***
  - ***Describe the plan for program improvement.***

# 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
  - Reflects the diversity of the district and its school sites (Districts may establish site teams)
  - Makes recommendations to the school board regarding rigorous academic standards, student achievement goals and measures

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

- **District is to publish a report annually on district plan results (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**

# 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**
  - **Assist districts and sites throughout the state in implementing such strategies and practices**
  - **Identify those districts in any three-year period not making sufficient progress toward improving teacher and learning**

# 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

# State Accountability System

- **The result of the legislation will be 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 and turnaround planning.**

# Accountability 2.0 and the World's Best Workforce – One Plan Initiative

- **How about striving for one plan that encompasses everything?**

## One Plan Initiative

# Achievement and Integration for Minnesota (124D.861)

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## Program Goals

1. To pursue racial and economic integration and increase student academic achievement,
2. Create equitable educational opportunities,
3. Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools

# Achieve Integration Legislation

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## [124D.861] Subdivision 1

*(c) Eligible districts must use the revenue under section 124D.862 to pursue academic achievement and racial and economic integration through:*

- (1) integrated learning environments that prepare all students to be effective citizens and enhance social cohesion;*
- (2) policies and curricula and trained instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments under this section, including through magnet schools, innovative, research-based instruction, differentiated instruction, and targeted interventions to improve achievement; and*
- (3) rigorous, career and college readiness programs for underserved student populations, consistent with section 120B.30, subdivision 1; integrated learning environments to increase student academic achievement; cultural fluency, competency, and interaction; graduation and educational attainment rates; and parent involvement.*

# Achieve Integration: District Plan

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- The school board of each eligible district must formally develop and implement a long-term plan.
- To receive achieve integration revenue, the eligible district must align the school and district plan components of the WBWF with the district's comprehensive integration plan.
- The plan must include assessment practices to reduce academic performance disparities using benchmarks aligned with those listed in WBWF.

# Achieve Integration: Public Engagement

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- A school board must hold an annual formal public hearing to report its progress in realizing the goals identified in its plan.
- The board must provide longitudinal data demonstrating progress in reducing the disparities in student academic performance among the specified categories of students and racial and economic integration.
- A district must hold one hearing to meet the hearing requirements for both Achievement Integration and WBWF.

# Achieve Integration: Performance Measures

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- The district's plan must include longitudinal data documenting student growth and progress in reading and mathematics (and other areas) by subgroups.
- Additional longitudinal data may be based on students' progress toward career and college readiness or rigorous coursework completed.
- WBWF requires districts to report on local assessment outcomes: NAEP, MCA, achievement gap by student subgroup, career and college readiness.

# Achieve Integration: Evaluation

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- The commissioner reviews the results of each district's integration and achievement plan and evaluates efficacy in reducing disparities in student academic performance and integration.
- If not meeting goals, the commissioner develops improvement plan in consultation with the district, identifying strategies and practices designed to meet the district's Achievement Integration goals and WBWF requirements.
- WBWF: Commissioner identifies districts not making progress toward meeting goals.

# Agency Implementation Timeline

- **October 18**
  - **Information and resources shared in Superintendent's Newsletter**
- **Late October – December**
  - **Series of informational sessions across the state to provide guidance and assistance to districts and school boards**
- **January – May**
  - **Continued support and guidance to districts in the development and implementation of plan components**

# District Timeline

- **October – December 2013**
  - With MDE guidance and assistance, develop a district strategic World's Best Workforce Plan
- **January 2014**
  - Begin implementation of WBWF district plan
  - Communicate plan with and to stakeholders
- **October 1, 2014**
  - Develop report on the implementation of the previous year's WBWF plan
- **Fall 2014**
  - Update district WBWF plan with new goals and strategies