

World's Best Workforce and Achievement & Integration Goal Results Summary 2017 - 2018

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>For all racial populations (Asian, Black, Hispanic, and White), 95% or more of the children enrolled in the PreK program in Brooklyn Center will achieve "Pre-Read" level of higher on the STEP reading assessment in 2017 - 18.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Our World's Best Workforce Plan is aligned with our Voluntary PreK Measuring Impact Plan and our Local Literacy Plan. 100% of our pre-K students met the school readiness indicators for reading on the STEP reading assessment in 2017 - 2018. This is up nearly ten percent, from 90.14% in the 2016 - 2017 school year, and exceeds our goal of 95% of students meeting proficiency.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>

Brooklyn Center has a full-day voluntary pre-K model that uses a balanced literacy instructional framework. All PreK teachers participated in job embedded PLCs, and receive consultation services with the K-5 EL team. The PreK team utilizes a literacy intervention structure that is based on the Minnesota Reading Corp kindergarten-readiness skills. This allows our PreK team to track student progress, monitor interventions, and ensure each student reaches their goals.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Overall reading proficiency for grades K – 3 on the STEP reading assessment will increase 3.5% from 18.4% proficient in 2017 to 21.9% proficient in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In K - 3, only 14.3% of our students met grade level proficiency in reading, which is down 4.1% from the prior year. We are seeing low proficiency across all racial groups and all other student populations (special education, EL, and Free and Reduced Lunch), indicating that our work needs to continue to be focused on raising proficiency for all students by improving the implementation of core reading curriculum and instruction and supporting our staff in culturally relevant instructional practices. 11.9% of our third graders were proficient in reading by Spring 2018 on the STEP reading assessment.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Brooklyn Center is in year 4 of the Benchmark Literacy curriculum implementation. Our teachers continue to use the balanced literacy instructional framework. Last year, there was a re-commitment to reader’s response journals on a daily basis in grades K - 5. Our challenges continue to be the implementation of classroom level interventions that are timely and address students’ academic needs. We have been using the STEP assessment tool as both a screening and diagnostic assessment for reading. However, given the specificity of the data, the testing duration, and the level of teacher involvement, the test is really best suited as a diagnostic assessment for a smaller group of students. We believe that this contributed to lost instructional time for reading, and are moving to the use of the aFast reading assessment as a screening tool for the 2018 - 19 school year. We will continue to focus on implementation fidelity of culturally relevant teaching practices as they align to our curriculum and instruction, through the use of ongoing classroom observations with timely feedback and support for lesson development.

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>By 2020, Earle Brown Elementary and Brooklyn Center Secondary will raise reading and math proficiency by 7.1% on the state reading and math accountability tests for all economic and racial student populations. Reading proficiency (grades 3- 8 and 10) will increase from 29.8% in 2016 to 36.9% in 2020 and math proficiency (grades 3 - 8 and 11) will increase from 25.8% in 2016 to 32.9% in 2020.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Brooklyn Center (Earle Brown and Brooklyn Center Middle and High Schools) saw a drop in proficiency in both reading (5.7% decrease) and math (9.3% decrease) from the 2017 school year to the 2018 school year. With the exception of 5th grade math, which saw an increase in performance of 19.7% from 2017 to 2018, all other grade levels showed a decrease in proficiency from 2017 - 2018 in reading and math.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Brooklyn Center provided curriculum-based middle school math coaching for teachers. We realigned our intermediate classrooms to allow for math and literacy specialization at 4th and 5th grade. We added additional STEAM courses to support mathematical thinking. At the middle and high school level, we assigned an assistant principal with a math area licensure to provide support and coaching to our math teachers. We are monitoring teacher effectiveness and re-evaluating our internal process for teacher assignments. Moving forward, we are dedicating more resources towards professional development for our math teachers. Our secondary math PLCs have consistent administrative oversight and support. Our special education middle school math courses have been realigned and are using district supported resources. We will continue to focus on implementation fidelity of culturally relevant teaching practices as they align to our curriculum and instruction, through the use of ongoing classroom observations with timely feedback and support for lesson development.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of students in Grade 12 at Brooklyn Center High School meeting at least one ACT college-ready benchmark (reading, English, math, science) at Brooklyn Center Secondary will increase 3.5% from 48.3% in 2017 to 51.8% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Our overall average ACT remained the same from the 2016-17 school year to the 2017-18 school year with an overall school average for Brooklyn Center High School of 16.2, and nearly all students in 11th grade taking the assessment. The percentage of students meeting one or more college ready ACT benchmarks has dropped from 48.3% in 2016-17 to 30.4% in 2017-18. Students meeting college-ready ACT benchmarks are more likely to more successfully pass a college-level course in that subject area and are less likely to need remedial coursework. We are seeing significant racial, special education, EL, and Free and Reduced Lunch achievement gaps in our scores.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

We added additional dual credit courses in the 2017-18 school year. We realigned the high school math pathways options to encourage more students to take a precalculus route, and scheduled all seniors into a 4th year of math. We moved biology to 9th grade to make science and Project Lead the Way offerings more rigorous in subsequent years, because students will have a biology base. Our secondary language arts courses have more rigorous writing curriculum and broader range of writing tasks. Our challenges continue to be consistent implementation of the rigorous curriculum supported by the district, maintaining high expectations for all students, and ensuring culturally responsive classrooms. Beginning in the 2018-19 school year, we have hired a College and Career Readiness Coordinator to look at early intervention for students, and to support teachers in connecting students with additional resources. We are also implementing in 2018-19 the BARR model for all of our 9th grade students. The BARR model is an evidence-based program that provides a comprehensive approach to meeting students academic and social-emotional needs.

All Students Graduate

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<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The overall graduation rate will increase to 90% or higher for all racial populations of students at Brooklyn Center High School by 2020.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Brooklyn Center High School continues has outperformed the state average in high school graduation rates for the past five years, and also out-performs many other comparison schools in the area with similar demographics in both graduation and dropout rates. 100% of our American Indian and White students graduated, and 93.3% of our Asian Students graduated. Our Black (80.4%) and Latino populations (75.0%), which comprise 73% of our student body, have not yet reached our goal of 90% graduation rate, but additional supports will be in place in the 2018 – 19 school year, and we expect these graduation percentages to increase. New Indian Education programming has significantly improved graduation rates, attendance, and school connectedness for our American Indian population.</p> <p>Brooklyn Center Early College Academy (ALC) has seen a sharply rising trend in graduation rates, up 25.4% in the past year from the prior year.</p> <p>Insight School of Minnesota has seen a decreasing graduation rate (down 6.3% from the prior year), coupled with a steeply increasing overall student population, as well as a steep increasing percentage of students in the special education population.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

We have analyzed the graduation data by population, and we know that in order to raise the graduation rate for our black and Latino populations, we need to support graduation for our students identified with a primary disability of EBD. The district has a written plan in place, and students have individual plans.

We made improvements to supporting our new-to-country students towards graduation by:

- Sheltered high school new-to-country program with 4 class periods of English instruction
- Clustered core classes with EL Educational Assistant support allowing for content instruction in home language
- Two years of ELA courses that meet graduation requirements are taught by a licensed EL teacher
- Guidance office works in collaboration with EL Coordinator to ensure that the transfer courses and credits on the transcripts are accurate
- Our high school and our ALC school work together to provide EL services and credit recovery