



**2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report**

**District or Charter Name:** Winona Area Public Schools

**Grades Served:** EC-12

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A and I Contact: N/A

Title: Director of Learning and Teaching

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes                     No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

## World's Best Work Force

### Annual Report

**WBWF Requirement:** 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.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- 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.
- Provide the direct website link to the A&I materials

### Annual Public Meeting

**WBWF Requirement:** 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.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

### District Advisory Committee

**WBWF Requirement:** 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 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

<b>District Advisory Committee Members</b>	<b>Role in District</b>	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b>
Dr. Annette Freiheit	Superintendent	
Dr. Maurella Cunningham	Director of Learning and Teaching	
Andrea Herczeg	Community Member and Curriculum Advisory Committee Chair	
Grace Rystad	Early Childhood Teacher	
Judy Yess	Elementary Teacher	
Teri Reuter	Middles School Teacher	
Scott Halverson	High School Teacher	
Jackie Stevens	EL/SPED Representative	
Emily Cassellius	Elementary Principal	
Mark Winter	Middles School Principal	
Mark Anderson	High School Principal	
Nancy Denzer	School Board Member Ex-officio	
Cooper Hancock	WSHS Student— Gr. 11/12	
Vanessa Butenhoff	Community Member	
Karen Worthley	Community Member	
Nikki Kimmerle	Community Member	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jennifer Al-Saeed	Community Member	
Jenifer Clemons	Community Member	
Amy Uribe	Community Member	
Scott Fritz	Community Member	
Brain Neil	Community Member	

**Equitable Access to Excellent and Diverse Educators**

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

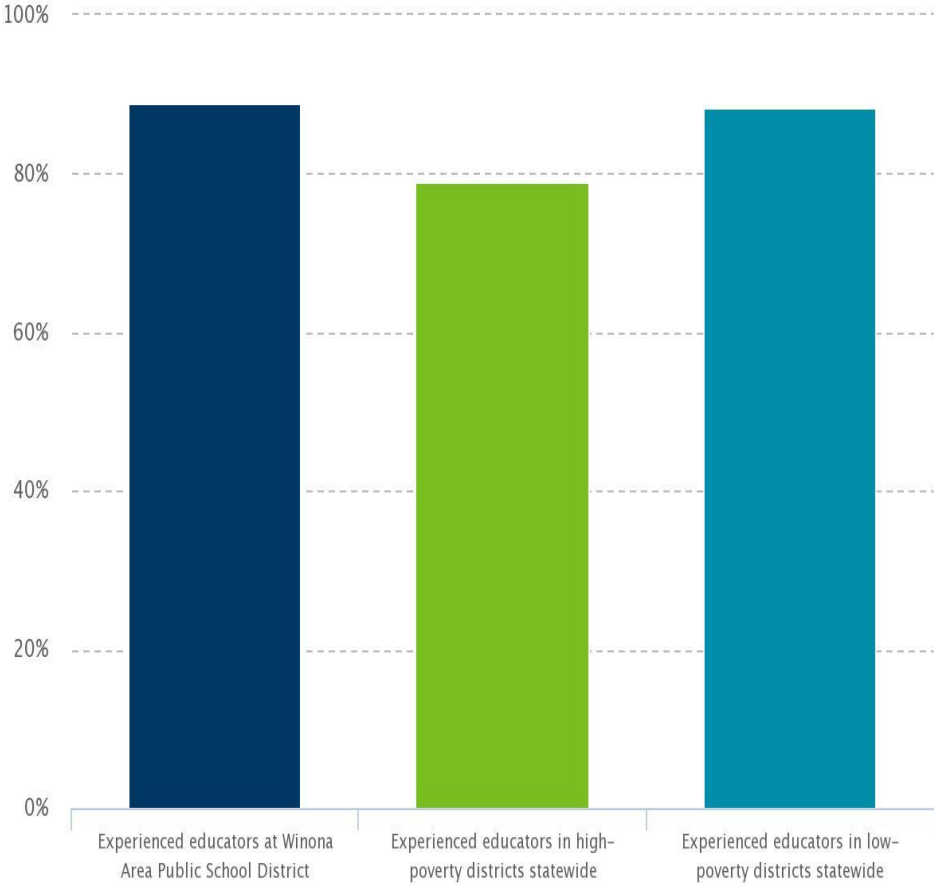
Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

**Percentage of Experienced Educators: WAPS and Statewide**

Note: An experienced educator has more than three years of experience.

This district has 20.67% students of color or American Indian or Alaska Native students and is considered to have neither a high- nor low number of students of color or American Indian or Alaska Native students.

Experienced educators in Winona Area Public Schools: 88.9%

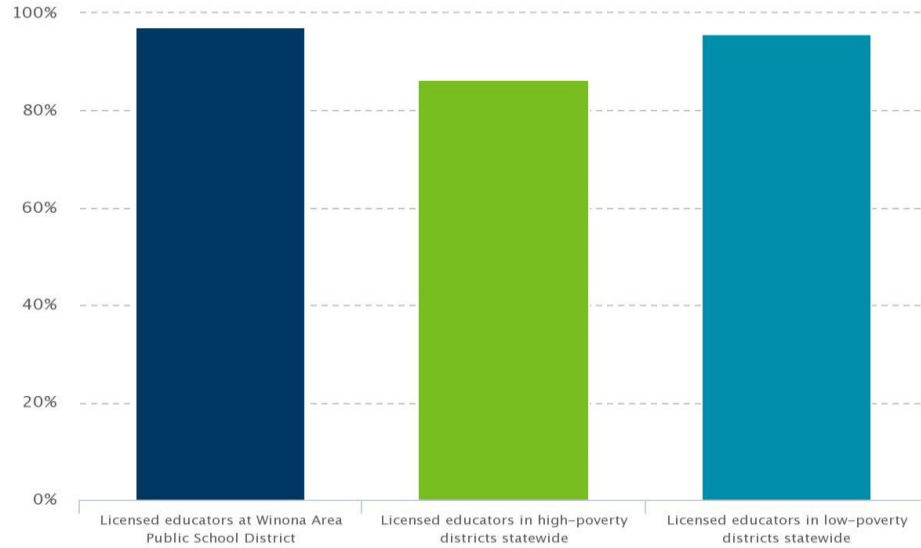


**Percentage of Licensed Educators: WAPS and Statewide**

Note: Licensed educators have a license or permission in the subject areas of the classes being taught.

This district has 20.67% students of color or American Indian or Alaska Native students and is considered to have neither a high- nor low number of students of color or American Indian or Alaska Native students.

Percent of courses taught by licensed educators: 97.1%

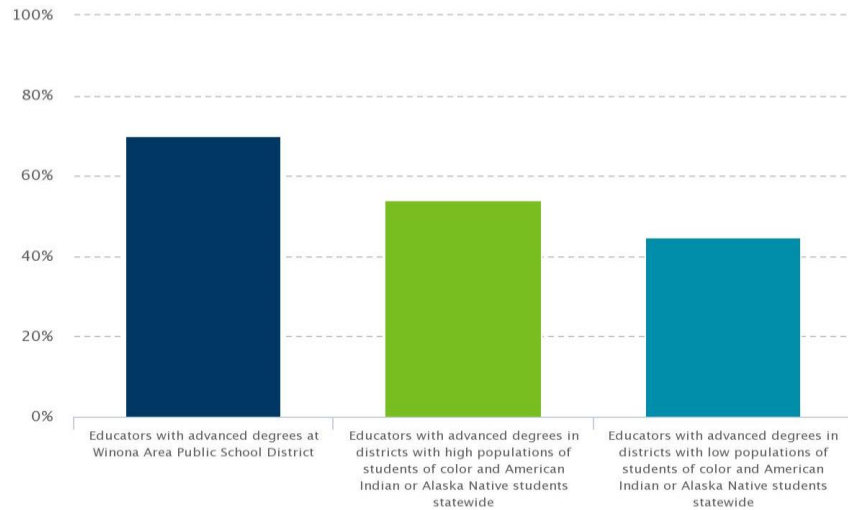


**Percent of Educators with Advanced Degrees: WAPS and Statewide**

Note: Educators with advanced degrees possess a master's degree or more.

This district has 39.70% of students receiving free or reduced-price meals and is considered neither a high- nor low-poverty district.

Educators with Advanced Degrees in Winona Area Public Schools: 70.1%



Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers

certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

#### Equitable Access to Experienced, Effective, and In-Field Teachers

- Who is included in the conversations to review equitable access data and when do these occur? Members of the District Administrative Team (DAT) and the District Advisory Committee (Curriculum Advisory Committee-CAC) are included in these conversations. The WAPS DAT team meets two time per month and the District Advisory Committee meets once a month.
- The district has not found gaps related to equitable access for low-income students, students of color or American Indian students. The district used data including Infinite Campus records to determine course offerings and student placement.
- WAPS will improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers by addressing needs in parent and student focus groups, staff development sessions, and meeting the objectives outlined in the district Strategic Plan.
- In WAPS, 88.9% of teachers are experienced (3 or more years of teaching), 97.1% of classes are taught by a teacher in their licensure field, and 70.1% of teachers hold an advanced degree.

#### Access to Diverse Teachers

- Currently students do not have access to teachers who reflect the diversity of the students in the district. Through organizations like the Coalition to Increase Teachers of Color and American Indian Teachers, WAPS will also make a concerted effort to hire and retain Teachers of Color and American Indian teachers.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
  - American Indian or Alaska Natives are not represented in our licensed staff.
- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
  - The district would need to increase the number of teachers of color and American Indian teachers by 18.5% to reflect our student population.
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
  - The root causes include being able to recruit, attract, and assign teachers of color and American Indian teacher.
- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
  - The district plans to create a local teacher equity plan which includes:
    - Establishing a Leadership Team
    - Assessing needs and setting priorities
    - Selecting strategies and creating a plan (including recruiting, attracting, and assigning teachers of color and Native American teachers
    - Implementing the Plan
    - Reassessing team, needs, and strategies



## Race/Ethnicity of Licensed Staff and Students

	Staff Count	Student Count
Hispanic or Latino	1/ 0.38%	135/ 4.81%
American Indian or Alaska Native	NA/ 0.00%	16/ 0.57%
Asian	2/ 0.76%	86/ 3.06%
Black or African-American	1/ 0.38%	179/ 6.38%
Native Hawaiian or other Pacific Islander	NA/ 0.00%	1/ 0.04%
White	258/ 98.47%	2,226/ 79.33%
Two or more races	NA/ 0.00%	163/ 5.81%
Unknown race	NA/ 0.00%	NA/ 0.00%

## Student-Educator Ratios

### Ratio of students to licensed teachers

Number of students per licensed teacher	14
October 1 student count	2,806
<b>Total licensed teacher FTE count</b>	<b>197.62</b>

### Ratio of students to licensed teachers and support staff

Number of students per licensed teacher and support staff	12
October 1 student count	2,806
<b>Total licensed teacher and support staff FTE count</b>	<b>226.29</b>

**Ratio of students to all licensed staff**

Number of students per licensed staff	11
October 1 student count	2,806
<b>Total licensed staff count</b>	<b>249.05</b>

**Winona Area Public Schools**

Inexperienced Staff: 8.9%

Percent of classes taught by an educator out-of-field: 8.7%

Staff without an advanced degree: 25.9%

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### All Students Ready for School

Goal	Result	Goal Status
<p>Goal: The average score on the initial Fall FastBridge letter sounds assessment for kindergarten students tested will increase from 4.3 letter sounds per minute in 2018 to 5.0 letter sounds per minute in Fall 2019.</p> <p>Goal: In 2017-2018, our district had 153 children enrolled in preschool. Our district will increase enrollment in preschool to 160 by 2018-2019, with a focus on students who qualify for free reduced lunch.</p>	<p>The average score on the initial Fall FastBridge letter sounds assessment for kindergarten students tested stayed the same at 4.3 letter sounds per minute in Fall 2019.</p> <p>The number of preschool students went from 153 in 2017-2018 to 189 in 2018-2019. The number of preschoolers who qualify for free/reduced increased from 25% in 2017-2018 and to 26% in 2018-2019.</p>	<p><b>Check one of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On Track (multi-year goal)</li> <li><input type="checkbox"/> Not On Track (multi-year goal)</li> <li><input type="checkbox"/> Goal Met (one-year goal)</li> <li><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</li> <li><input type="checkbox"/> Met All (multiple goals)</li> <li><input checked="" type="checkbox"/> Met Some (multiple goals)</li> <li><input type="checkbox"/> Met None (multiple goals)</li> <li><input type="checkbox"/> District/charter does not enroll students in kindergarten</li> </ul>

FastBridge data has been used to identify needs in this goal area.

The data shows the percentage of students that have met criteria for the subtest. Targets are the end-of-year benchmarks. The data that is used to identify needs in this goal area include rhyme words, blending words, segmenting words, uppercase letter names, and lower case letter names.

National norms have changed from 5 letter sounds to 3 three letter sounds at the time of the Fall assessment. The norms for the Spring assessment remain the same, at 41 letter sounds.

Strategies that are in place to support the goal areas include:

- In-class flexible grouping in reading and integrated content
- Best practices study in reading
- Reading Corps at elementary sites and 5th grade
- Title I services at elementary sites
- Teacher development and evaluation process based on observations, student growth and student engagement;
- PLCs focused on data analysis, interventions, instructional strategies and PD sessions focused on teaching strategies and co-teaching
- Adoption and implementation of new ELA curricula in elementary schools and Middle School

We do not yet have enough evidence to determine if strategies are helping make progress toward. We will continue to collect and analyze data to determine the effectiveness of these strategies.

### All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Goal: Over a 3-year period, 3<sup>rd</sup> grade MCA reading proficiency for ALL students will increase from 50.9% in 2018 to 65% in 2021, with an increase of 5% each year.</p>	<p>In the first year of our 3-year goal, 3<sup>rd</sup> grade MCA reading proficiency for ALL students went from 50.9% in 2018 to 42.1% in 2019, dropping 9.9%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- MCA data has been used to identify needs in this goal area. The data is disaggregated by ethnicity, FRL, and services received. Due to the implementation of a new ELA curriculum, we have not yet collected sufficient data to determine if the number of students meeting proficiency has been impacted by new practices.
- Work toward implementing new elementary ELA curricula with fidelity, and align curriculum and standards.
- Implement effective Tier I, II, and III interventions based on common/local assessments.
- Increase collaboration among teachers (Gen Ed and EL/SPED, and within grade-levels).
- Student classroom data and MCA results are used to identify needs. Data is disaggregated by race, gender, and services received.
- Elementary student needs are addressed through in-class flexible grouping in reading and integrated content; implementing best practices in reading; using Response to Intervention processes; using Reading Corps at elementary sites and 5<sup>th</sup> grade; using Title I services expanded at elementary sites.
- Teacher development and evaluation process based on observations, student growth and student engagement;
- PLC meetings by department and grade level; staff meetings shifted to include learning and teaching topics

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
<p>Goal: In Math, the difference in percent proficient on the MCA assessment between white students &amp; students of color and American Indian students will decrease from 26.7% in 2018 to 20% in 2019, for all grade levels tested.</p> <p>Goal: In Reading, the difference in percent proficient on the MCA assessment between white students &amp; students of color and American Indian students will decrease from 23.5% in 2018 to 20% in 2019, for all grade levels tested.</p>	<p>In Math, the difference in percent proficient on the MCA assessment between white students &amp; students of color and American Indian students decreased from 26.7% in 2018 to 25.3% in 2019, for all grade levels tested.</p> <p>Disaggregated data is included in the link to 2019 Testing Summary Presentation</p> <p>In Reading, the difference in percent proficient on the MCA assessment between white students &amp; students of color and American Indian students decreased from 23.5% in 2018 to 22.1% in 2019, for all grade levels tested.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

- WIN Time, Reading Corps, and Title I in Elementary Schools
- AVID, Miller Mentoring, and MTSS in the Middle School
- AVID, Guided Study Hall, Miller Mentoring, and the Ninth-Grade Transition team in the High School
- PLC Sessions: Data analysis, revision of instructional strategies, planning interventions
- Option to work with Instructional Coaches to improve instruction
- Progress toward our goal is being made, even though this is not reflected in our MCA scores. As we continue to grow our programs, we will continue collect data on the effectiveness of our practices.
- A reduction in the number of students failing courses in the High School is one piece of evidence of the positive impact on academic achievement.

**All Students Career- and College-Ready**

Goal	Result	Goal Status
Goal: The composite ACT score for all students tested will increase from 19.7 in 2018 to 20, in 2019.	The composite ACT score for all students tested increased from 19.7 in 2018 to 19.8, in 2019.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

- Data used is the ACT Profile Report for the WAPS school district. Data is disaggregated by student ethnicity, gender, levels of preparation, achievement in STEM, and understanding complex texts.
- 19.8% of students met all four ACT College Readiness Benchmark Scores in 2019, compared to 19.7% in 2018.
- To improve students' scores and increase the percentage of students identified as college ready, WAPS will:
  - Provide access for all students to take the ACT
  - Focus on core curriculum: alignment and implementation of standards, best instructional practices in place
  - Ensure that students are taking courses that prepare them in the areas of math, reading, a
  - Evaluate the rigor of courses and ensure that all students have access to rigorous courses
  - Implement guidance activities based on student career and college aspirations

**All Students Graduate**

Goal	Result	Goal Status
Goal: In 2019, the four-year graduation rate will increase from 93% in 2018 to 94% in 2019 at Winona Senior High School, and from 28.8% in 2018 to 40% in 2019, at the Winona Area Learning Center.	In 2019, the four-year graduation rate dropped from 93% in 2018 to 91.9% in 2019 at Winona Senior High School, and from 28.8% in 2018 to 13.2% in 2019, at the Winona Area Learning Center.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- The data that has been used to identify needs is from the Minnesota Department of Education WBWF profiles. A composite score is provided.
- Currently the ALC is working with a Regional Center of Excellence, on a Comprehensive Needs Assessment (CNA). The district makes equity-driven continuous improvement as we address demographics, perceptions, student data, program/process/policy, and implementation of strategies to address the graduation rate. Sessions with the Regional Center of Excellence staff have facilitated thoughtful conversation and lead to meaningful action as we continue to examine the root causes of our low ALC graduation rates to inform actions taken.
- The degree to which WSHS and the ALC are successful at implementing strategies will be determined as we identify data sets related to our areas of need, explore links and intersections that may contribute to root causes, set goals for school improvement, and begin implementation.
- At WSHS, the following programs support students in their efforts toward graduation: AVID, Miller Mentoring, and Guided Study Hall. AVID strategies are implemented across the curriculum.