

World's Best Workforce 2019-20

December 2020



World's Best Workforce Goals

1

All students
meet school
readiness
goals

2

All
third-grade
students
achieve
grade-level
literacy

3

Close the
academic
achievement
gap among
all groups

4

All students
attain college
and career
preparedness

5

All students
graduate
from high
school



Why is Minnesota focused on this?

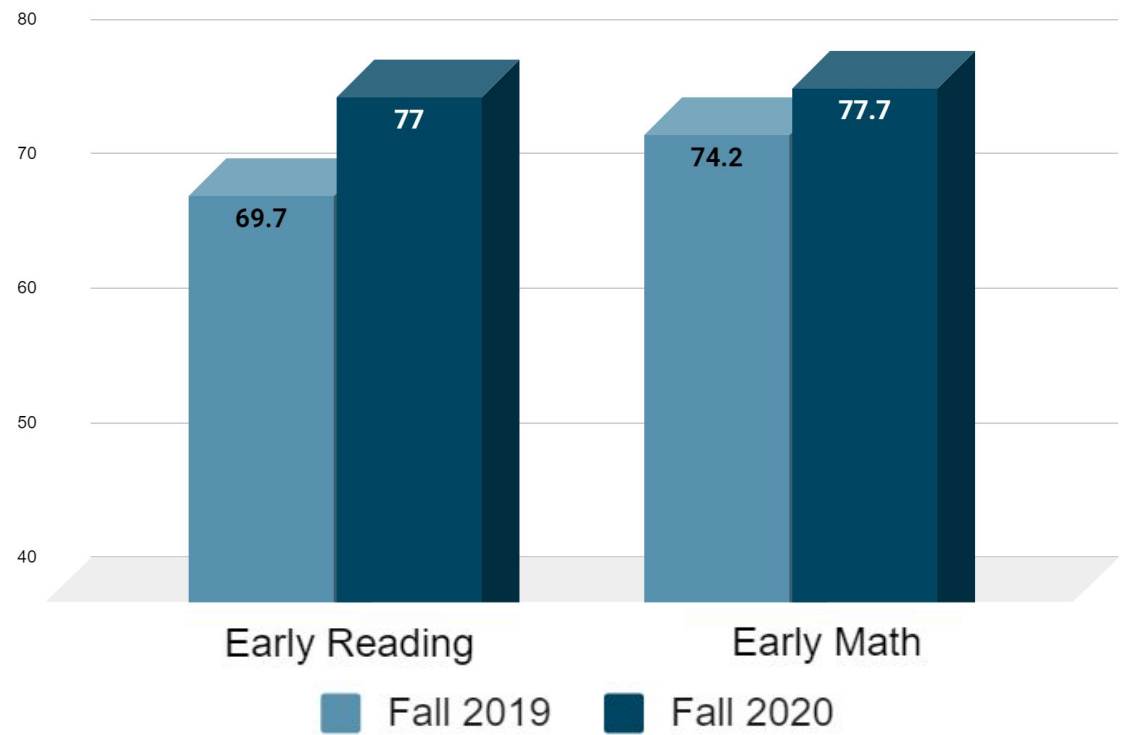


- Our population is aging.
- 70% of jobs will require more than a diploma.
- We do not have an adequate number of qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, who currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.



District Goal 2019-22

The percent of all incoming kindergarteners who meet the school readiness benchmarks in reading and math as measured by *FastBridge* will increase by 5% by fall 2022.



All students ready for school

District Goal 2019-22

The percent all third grade students who meet or exceed standards in Reading MCA will increase from 64.3% to 72% by spring 2022.

No Spring 2020 Data

Strategies & Interventions

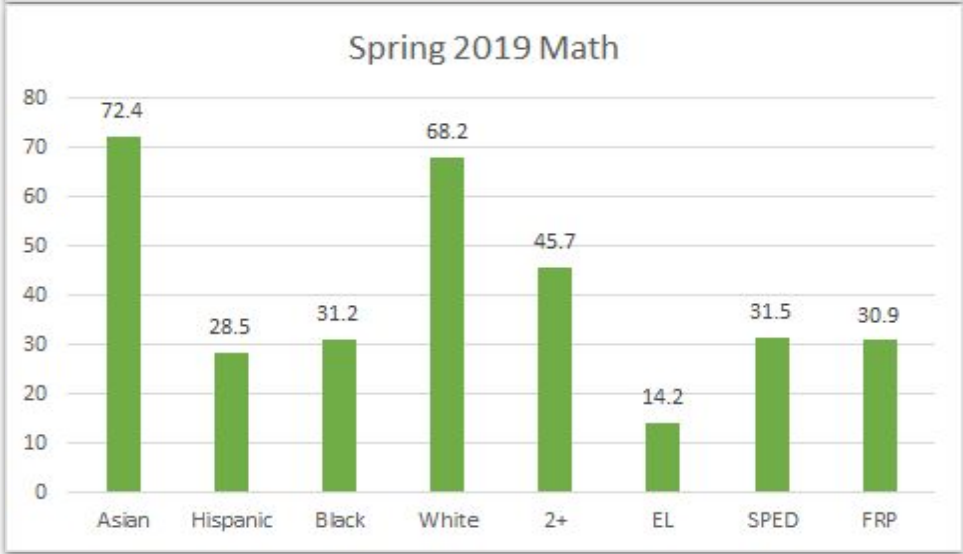
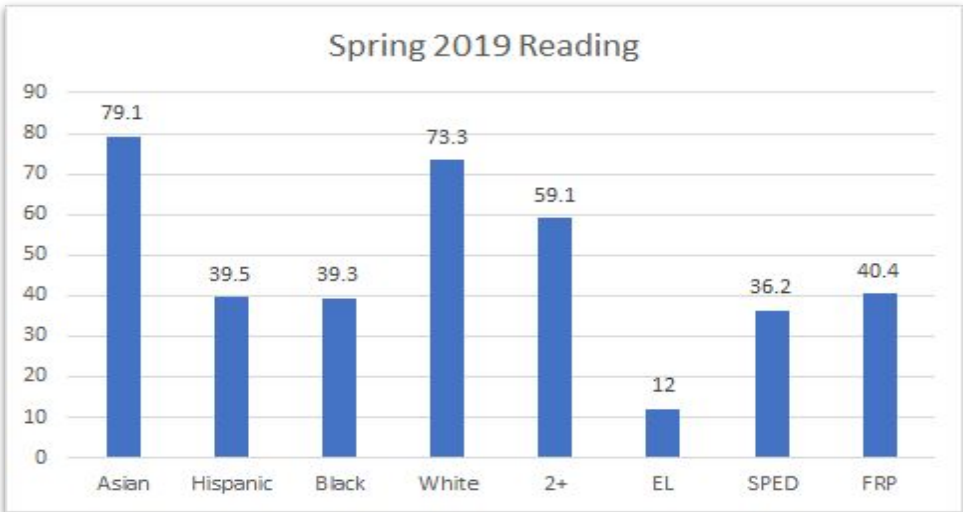
- Balanced Literacy
- Sonday Essentials (K-1-2)
- Benchmark Assessments
- FASTBridge K-5, Progress monitoring
- Interventions: LLI, PRESS, Reading Corps, Title I

All third-grade students achieve grade-level literacy

District Goal 2019-22

The percent of students in each student group below 60% who meet or exceed standards in Reading and Math MCA will increase 10% or more by spring 2022.

No Spring 2020 Data



Close achievement gap among all groups

District Goal 2019-22

The percent of all students in grade 11 who meet the ACT Benchmarks in all four academic areas as measured by the spring administration of ACT during the school day will increase from 33% to 40% by spring 2022.

No Spring 2020 Data

Strategies

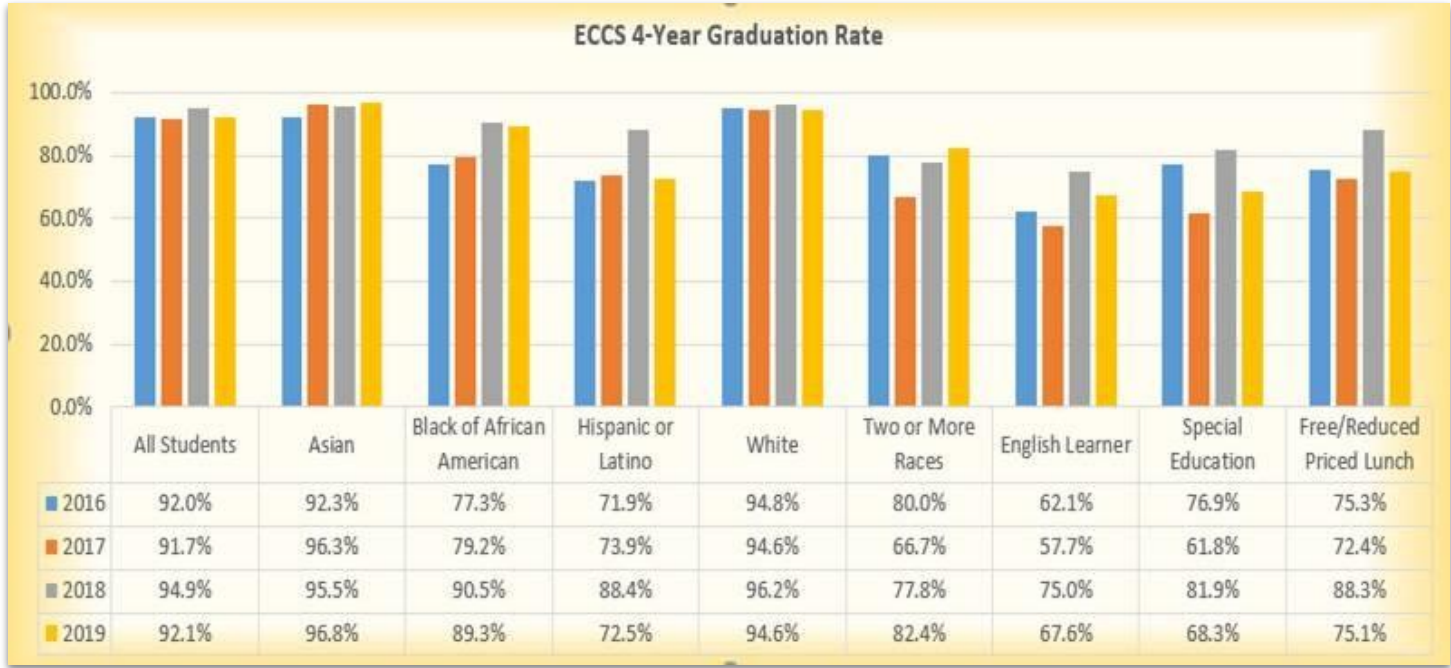
Funding for all juniors to take the ACT
(Make-up opportunities for Seniors in 2020-21)
Focus Forward plans
A&I

All
students
college
and
career
ready

District Goal 2019-22

ECCS has met the 2020, 4-year cohort graduation rate goal of 90% for all students and will continue to maintain a minimum 4-year cohort graduation rate of 90%.

Each student group not currently at 90% or higher will increase their 4-year cohort graduation rate by 5% from starting percentage in 2018 to graduation rate in 2021.



All students graduate from high school

Achievement & Integration Summary 2019-20



Achievement & Integration Purpose

1

**Increase
student
achievement**

2

**Pursue racial
and
economic
integration**

3

**Create
equitable
education
opportunities**

4

**Reduce
disparities based
on racial, ethnic,
and economic
backgrounds**



What are the Minnesota priorities?



- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

District Three Year Plan: 2017-2020

The proficiency gap between the 6th, 7th and 8th grade white students and their protected class peers who participate in “Project Achieve” will decrease within ECCS as measured by all Math accountability tests (MCA, MTAS).

Goal Progress

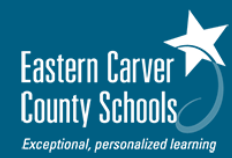
Proficiency gap is persistent at similar levels from baseline to Year 2.
No Spring 2020 MCA data.

By 2020, we will increase racial and economic integration through development of integrating learning environments that prepare students to be effective citizens and enhance social cohesion, as measured by an increase in students enrolling in courses with partner district, Eden Prairie Schools.

Goal Progress

Increase in participation from 0 to 2 students from baseline to Year 2.

Achievement
& Integration
Goals



Strategies

- Increase hiring and retention of racially and ethnically diverse teachers and administrators
- Increase student voice/choice/agency
- Increase student engagement in culturally relevant learning opportunities
- Increase enrollment of diverse students in upper-level math courses - *Project Achieve*
- Increase staff capacity to provide culturally relevant teaching through staff professional learning to support culturally responsive teaching strategies to create engaging and culturally relevant classroom environments
- Increase parent voice at all levels through family engagement initiatives to increase student achievement
- Collaboration with partner school district

Students

- Student Equity Teams at the high schools meet regularly to work on recruitment, building awareness/capacity and also taking-action.
- GSA student groups at the middle and high schools
- Chanhassen, Chaska & Eden Prairie Student Equity Teams will be meeting and building leadership capacity among the students. The first meeting in January will include 20 ECCS student participants.
- Student Affinity Groups
- Culturally Relevant Monthly Observances

- *Chalk Talks* speaker series will continue in January
- Community viewings of *Race: The Power of Illusion*
- *Marnita's Table*
- Parent Groups: EAC and AIPC

Community

Points of Pride