



2021–22 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Stillwater Area Public Schools

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2020–22 SY)

Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

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: <https://www.stillwaterschools.org/our-district/strategic-plan>

Provide the direct website link to the A&I materials: <https://www.stillwaterschools.org/our-district/strategic-plan>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021–22 SY.

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 2020–21 SY: [December 8, 2022](#)

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>All students are ready for school</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The Stillwater Area School District provided Early Childhood Screening to 662 children during the 2021-2022 school year.</p> <p>Data was collected on incoming Kindergarten students who attended preschool prior to the start of the school year, and of the 567 families that answered the question, 479 indicated that their child had attended a preschool (84%).</p> <p>71% of kindergarten students received a benchmark score at/above the national 40th percentile on the Fastbridge early reading composite.</p>	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>All third grade students will meet grade level reading proficiency.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>51.5% of third grade students met proficiency expectations in spring of 2022. This was a reduction of 0.4% from 2021.</p> <p>% of K-2 Student Meeting Grade Level Proficiency:</p>	<p>Check one of the following:</p> <p><input checked="" 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>

Goal	Result	Goal Status
	<ul style="list-style-type: none"> • K (earlyReading Composite) – 63%. This is a 5-year high, up from 46% last year. • 1st (earlyReading Composite) – 60%. This is on par with pre-pandemic levels, up from 48% last year. • 2nd (aReading) – 70%. Up from 65% last year. 	<input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Achievement gaps between student groups will close.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Reading Gaps to White Cohort:</p> <ul style="list-style-type: none"> • Asian – increased to 13.6 • Black – increased to 23.0 • Latinx – increased to 28.7 • 2 or More – decreased to 3.7 <p>Math Gaps to White Cohort:</p> <ul style="list-style-type: none"> • Asian – increased to 9.6 • Black – increased to 31.3 • Latinx – decreased to 26.5 • 2 or More – increased to 13.1 <p>Science Gaps to White Cohort:</p> <ul style="list-style-type: none"> • Asian – decreased to 11.2 • Black – increased to 30.5 • Latinx – increased to 31.2 • 2 or More – decreased to 7.0 	<p><i>Check one of the following:</i></p> <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. All students are career and college-ready by graduation.	Provide the result for the 2021–22 SY that directly ties back to the established goal. The average ACT in 2021-2022 was 24.1 71.5% of AP tests scored at a 3 or higher.	Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. All students will graduate.	Provide the result for the 2021–22 SY that directly ties back to the established goal. 91.1% of students from the class of 2021 graduated in four years. This is a decrease from the previous year of 93.5%. <ul style="list-style-type: none"> • 94.9% at Stillwater High School. • 42% at St. Croix Valley ALC 	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional graduation goals as necessary.

Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
<p>Increase by 2% each year from 2021-2023 the number of Hispanic and Black students who demonstrate college readiness through the College Readiness Indicator composite score and who are enrolled in the AVID Elective:</p> <ul style="list-style-type: none"> • Baseline Data: 10th Grade PreACT Interpretive Guide Metric • Demonstrate college readiness through the college readiness benchmarks <p>15 Composite or Higher</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>All Students Taking the Pre-ACT: 2020-2021: 458</p> <ul style="list-style-type: none"> • Platinum: Score 25-35 (94) 20.5% • Gold: Score 20-24 (161) 35% • Silver: Score 15-19 (154) 33.5% • Bronze: Score 10-14 (49) 11% • Below Bronze: 1-9 (0) 0% <p>AVID Students Taking the Pre-Act 2020-2021</p> <ul style="list-style-type: none"> • Platinum: Score 25-35 = 0 • Gold: Score 20-24 = 6 • Silver: Score 15-19 = 10 • Bronze: Score 10-14 = 4 • Below Bronze: 1-9 = 0 	<p>All Students Taking the Pre-ACT: 2021-2022: 484</p> <ul style="list-style-type: none"> • Platinum:(47) 10% • Gold: (124) 26% • Silver: (206) 42.5% • Bronze: (104) 21.5% • Below Bronze: (3) 0% <p>AVID Students Taking the Pre-Act 2021-2022 (32 valid pre ACT scores)</p> <ul style="list-style-type: none"> • Platinum: 0 • Gold: 3 • Silver: 19 • Bronze: = 10 • Below Bronze: 0 <p>2021-2022 All 10th grade Pre ACT: (377)</p> <ul style="list-style-type: none"> • Average: 18.21 • 21-22 AVID student Pre ACT average: 15.5 • 21-22 Pre ACT by ethnicity: • Hispanic Subgroup Avg: 15 • Black Subgroup Avg: 15.1 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>We will reduce the number of course failures for Hispanic and Black students by 2% annually from 2021-2023 at Stillwater Area High School</p> <p>Failure Rates: Percent of students failing 1 or more courses</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Student Failure Rates 2020-2021</p> <p>Semester 1 Hispanic students (133)</p> <ul style="list-style-type: none"> • 35 course failures; failure rate 4.4% <p>Semester 2 Hispanic Students (132)</p> <ul style="list-style-type: none"> • 25 total failure rate 3.2% <p>Semester 1 Black students (189)</p> <ul style="list-style-type: none"> • 32 total course failures 2.8% <p>Semester 2 Black Students (188)</p> <ul style="list-style-type: none"> • 30 total course failures 2.7% 	<p>Student Failure Rates 2021-2022</p> <p>Semester 1 Hispanic students (169)</p> <ul style="list-style-type: none"> • 47 total course failures 4.6% <p>Semester 2 Hispanic Students (163)</p> <ul style="list-style-type: none"> • 74 total course failures 7.5% <p>Semester 1 Black students (186)</p> <ul style="list-style-type: none"> • 33 total course failures 3.0% <p>Semester 2 Black Students (190)</p> <p>52 total course failures 4.6%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>As measured by the Evaluative Dashboard (https://docs.google.com/document/d/1tVnJdH-ps2vZTB-E0nxIRResgXOGj0nJUEXZoAUr0Pc/edit?usp=sharing), we will increase by 5% each year from 2021-2023 the number of participating students who will indicate that they strongly agree or agree that the experiences with interactive cross-district programming increased their awareness and knowledge of cultures.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Summer 2020:</p> <ul style="list-style-type: none"> • Strongly Agree 83% • Agree 17% <p>Summer 2021:</p> <ul style="list-style-type: none"> • Strongly Agree 72% • Agree 28% 	<p>Summer 2022:</p> <ul style="list-style-type: none"> • Strongly Agree 90% • Agree 10% 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classrooms, we will increase the districts TOCAIT (Teachers of Color & American Indian Teachers) from 3.2% to 4.0% by 2023</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity</p>	<p>Data for FY 21 shows that 3.5% of our current teaching staff meet this criteria</p> <ul style="list-style-type: none"> • 574 teachers / 20 TOCAIT (Teachers of Color & American Indian Teachers) • 99.9 % of our teachers teach in their field • 82.5% (474) of our 574 teachers hold a Master’s Degree or higher • 99.9% of our teachers are deemed effective based on our TDEP (Teacher Development and Evaluation) results 	<p>Data for FY 22 shows that 3.7% of our current teaching staff meet this criteria</p> <ul style="list-style-type: none"> • 592 teachers / 22 TOCAIT (Teachers of Color & American Indian Teachers) • 99.9 % of our teachers teach in their field • 78% (462) of our 592 teachers hold a Master’s Degree or higher <p>99.9% of our teachers are deemed effective based on our TDEP (Teacher Development and Evaluation) results</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met</p>

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

AVID WICOR strategies were embedded into classrooms as well as the Instructional Coaching Playbook to support PD and schoolwide implementation. AVID also strengthened relationships by utilizing a comprehensive SEL framework.

BARR allowed staff to better build upon students’ strengths. The systems approach proactively addressed non-academic reasons why students fall behind and identified resources and next steps to thrive.

Huntington Learning Center improved reading skills through lessons finding main idea, facts, and details, and utilizing context to navigate complex academic language. Students transferred these skills across all core content areas.

Students participated in storytelling, podcast, film, and creative writing camps. These camps utilized the creative process to provide an arts experience for all students including traditionally underrepresented voices to remove barriers that keep absent narratives from being heard. Students reflected on their own cultural identity and how it creates a lens through which they view the world, and they explored intercultural competencies that facilitate lifelong learning.

High school students served alongside classroom teachers during Summer Success programming and participated in curriculum writing and PD. These student leaders also enrolled in a concurrent enrollment course titled An Introduction to the Teaching Profession for which they receive college credit from Century College.

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.