**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Title: World's Best Workforce Annual Meeting   Date: November 3, 2022

OVERVIEW

Under Minnesota Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward World's Best Workforce (WBWF) goals. During the Annual Meeting, Director of Teacher Development Sara White will present the 2021-22 WBWF goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. She will also present the District's 2022-23 WBWF goals and strategies to meet them.

The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance – a strategic focus for Minnetonka School District since 2001.

The World's Best Workforce legislation requires districts to set goals focused on five key areas:

1. All children are ready for school.
2. All third graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

Each district is required to create their own plan to align curriculum and instruction so that students are college and career ready – another strategic focus for Minnetonka School District. The success of each plan will be measured by:

● Local assessment data
● Closing the gap by student group
● Early childhood assessment data
● MCA scores
● College entrance exams

The scope of the legislation has evolved and now is the umbrella under which several programs fall, including staff development, teacher and principal evaluation, Q-Comp, and high potential. Reports on those programs are shared with the board periodically. Equitable access to excellent teachers is unique to this report alone.

2021-22 Goals and Results

In the fall of 2021-22, World's Best Workforce goals were created through coordination with various District stakeholders, Director of Assessment Matt Rega, and Director of Teacher Development Sara White.

Minnetonka sets District goals based on District start values, which often is significantly higher than other Minnesota districts. These goals are shared with sites to guide the development of their Q-Comp goals and professional learning plans. The goals from 2021-22 and their results follow.

During the 2021-22 school year, Minnetonka School District teachers, staff, and administrators made extraordinary efforts to ensure high levels of learning as the COVID 19 Pandemic continued to impact student and teacher health and attendance. The Minnetonka community of parents, family members, and caregivers also took extraordinary measures to support their children's learning. Despite their persistence in these unprecedented times, COVID-19 negatively impacted educational outcomes in terms of performance on standardized assessments.

All Children Ready for School

Goal 1: The Minnetonka School District will increase the number of children screened at the age of 3 by **33%** in 2021-22, from **156** in 2020-2021 to **208** in 2021-2022.

Results: The number of children screened at the age of 3 increased from **156** in 2020-2021 to **159** in 2021-2022" which is a **2%** increase.

2021-22 State Results: The number of children screened at the age of 3 increased from 16,046 in 2020-2021 to 20,614 in 2021-2022, which is a 28% increase in the number of 3-year-olds screened.

Analysis: The District placed a heavy emphasis on ensuring that all children entering kindergarten in the fall of 2022 had an opportunity to complete early childhood screening. Therefore, several early childhood screening appointments were filled by 5- and 6-year-olds rather than 3-year-olds. Due to COVID, these students had missed the opportunity to be screened at a younger age. Four additional screening days were added to the district's screening calendar and appointment priority was given to those age-eligible for kindergarten in the fall of 2022. Therefore, the number of 5- and 6-year-olds screened in 2021-2022 increased 32% from 2020-2021 (152 to 200).

Goal 2: The percentage of Minnetonka Preschool PreK4* children who are meeting or exceeding age expectations** will increase by 1% across the following social-emotional objectives as measured by the Teaching Strategies GOLD assessment:

- "Manages feelings": increase from **91.08%** at the Spring 2020-21 benchmark to **92.08%** at Spring 2021-22 benchmark.

- "Makes friends": increase from **89.19%** at the Spring 2020-21 benchmark to **90.19%** at Spring 2021-22 benchmark.
- "Solves social problems": increase from **94.86%** at the Spring 2018-19 benchmark to **95.86%** at Spring 2020-21 benchmark.

*PreK 4 children are age eligible for Kindergarten in Fall 2022.

**Age expectations are defined as their PreK4 color band or Kindergarten color band, respectively

Results: PreK4 children met one of the three goals.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in "Manages feelings": increased from **91.08%** at the Spring 2020-21 benchmark to **94.34%** at the Spring 2021-22 benchmark.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in "Makes friends": decreased from **89.19%** at the Spring 2020-21 benchmark to **85.85%** at the Spring 2021-22 benchmark.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in "Solves social problems": decreased from **94.86%** at the Spring 2018-19 benchmark to **83.97%** at the Spring 2020-21 benchmark.

2021-22 State Results: State data is not available on this goal.

Analysis: COVID mitigation strategies continued to negatively impact students' abilities to connect with one another. Making friends and solving social problems requires role-modeling, self-regulation and the ability to understand another person's perspective. For the majority of the school year students and adults were wearing masks which impacted communication both verbally and nonverbally. Inconsistent attendance with both students and staff due to quarantines also contributed to inconsistent connections which may have adversely impacted the natural relationship building.

All Third Graders Can Read at Grade Level

Goal: By June 1, 2022, **71.5%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2021 on the MCA-III Reading assessment, **66.6%** of Minnetonka Public Schools students met this goal.

Results: By June 1, 2022, **64.8%** of students in Minnetonka Public Schools in Grade 3, met or exceeded proficiency on the MCA-III Reading.

2021-22 State Results: In 2022, **48.5**% of grade 3 students statewide met or exceeded proficiency on the MCA-III Reading assessment.

Analysis: It is difficult to understand all the variables that contributed to the drops in proficiency percentages, however, overall Minnetonka students have performed at high levels on the MCA Reading Test compared to the state, yet there is still room for improvement.   Third Grade results showed a need to focus on the individual needs of

students related to Informational Text. This is common at the third grade level due to the fact that both language immersion and English scores are included in the overall performance on the MCAs. Comprehending informational text for immersion students is a challenge because they begin receiving explicit English instruction from an English Language Teacher (ELT) starting in Third Grade.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2026, **72.7%** of Non-White students will be proficient on the MCA III in Reading in 2022, an increase from **69.9%** proficiency in 2021. White students will increase proficiency from **75.5%** in 2021 to **78.7%** in 2022.This will narrow the gap in proficiency from **5.6%** in 2019 to **5.0%** in 2022.

Results: On the MCA III in Reading in 2022, **70.1%** of Non-White students were proficient, an increase from **69.9%** proficiency in 2021. White students decreased proficiency from **75.5%** in 2021 to **74.1%** in 2022. This narrowed the gap in proficiency to **4.0%.**

2021-22 State Results: On the MCA-III Reading Assessment in 2021, **36.3** % of Non-white students were proficient and **59.3**% of White students were proficient, a proficiency gap of **23.0** %.

Analysis: Setting goals around closing the achievement gaps is complex. To reduce a gap, the minority student group increases achievement at a rate higher than the majority student group.   On the MCA III in Reading Non-White students increased their proficiency slightly and White students decreased their proficiency resulting in a decreased gap. According to the results below, the gap has decreased by **1.6** % and is trending in the right direction. Students will continue to see improvement following the height of the pandemic as teachers differentiate to address skill deficits. In addition, there is a need for additional formative assessment work to ensure that teachers make timely adjustments to instruction in relation to the essential learnings that align to state standards.

The tables below illustrate the trajectory of closing the achievement gap in Reading.

Table 1: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Goal	2021 Actual	2022 Goal	2022 Actual	2024 Projected Target
White Students	83.5%	75.5%	78.7%	74.1%	83.6%
Non-White Students	79.8%	69.9%	72.7%	70.1%	82.1%
Proficiency Gap	3.7%	5.6%	5.0%	4.0%	1.5%

A comparison of Minnetonka to the state of Minnesota from the past two years is provided below for perspective. Both students in Minnetonka and the State of Minnesota experienced decreases in proficiency rates among all student groups due to the COVID pandemic. MInnetonka's proficiency gap decreased while Minnesota's proficiency gap increased. The table below illustrates that Minnesota's proficiency gap, **23.0%**, increased at a greater rate than Minnetonka's proficiency gap, **4.0%**.

Table 2: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2021	Minnesota 2021	Minnetonka 2022	Minnesota 2022
All Students	74.5%	52.3%	73.3%	51.0%
White Students	75.5%	59.4%	74.1%	59.3%
Non-White Students	69.9%	37.0%	70.1%	36.3%
Proficiency Gap	5.6%	22.4%	4.0%	23.0%

While the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Reading by student group as compared to the state proficiency rates.

Table 3: MCA III in Reading, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	**Asian**	**Black**	**Hispanic**	**White**
Minnetonka 2022	40.0%	83.6%	37.6%	63.8%	74.1%
Minnesota 2022	27.2%	46.35	30.2%	30.4%	59.3%

Table 4: NWEA Average RIT Scores in Reading for Black Students in Minnetonka

	Fall 2019 Black	**Fall 2020 Black**	**Fall 2021 Black**	**Fall Black National Norms**	**Fall White National Norms**
K	142.7	143.9	144.3	Norms begin Grade 3	Norms begin Grade 3
1	168.2	158.2	156.4		
2	165.5	177.6	178.9		
3	190.1	183.7	191.0	185.0	192.9
4	196.7	196.3	194.5	193.8	202.0
5	205.9	200.8	204.5	200.5	208.6

6	216.3	214.0	210.1	204.5	213.8

Table 5: NWEA Average RIT Scores in Reading for Hispanic Students in Minnetonka

	Fall 2019 Hispanic	Fall 2020 Hispanic	Fall 2022 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	142.1	147.7	143.6	Norms begin Grade 3	Norms begin Grade 3
1	164.1	164.0	161.6		
2	175.5	174.9	184.8		
3	186.1	189.9	189.8	182.7	192.9
4	203.0	197.4	202.5	191.8	202.0
5	212.9	206.9	208.3	198.2	208.6
6	218.6	217.2	215.0	203.1	213.8

Table 6: NWEA Average RIT Scores in Reading for Minnetonka Asian Students

	Fall 2019 Asian	Fall 2020 Asian	Fall 2021 Asian	Fall Asian National Norms	Fall White National Norms
K	149.7	153.7	154.4	NWEA does not have Asian norms	Norms begin Grade 3
1	171.7	174.1	171.0		
2	189.5	187.1	190.5		
3	200.0	204.9	202.8		192.9
4	212.9	207.6	211.9		202.0
5	220.5	219.1	217.9		208.6
6	228.3	224.9	227.0		213.8

Goal 2: To close the proficiency gap in math by 2026, **71.4%** of Non-White students will be proficient on the MCA III in Math in 2022, an increase from **66.0%** in 2021. The percent of White students who will be proficient will increase from **68.2%** in 2021 to **73.5%** in 2021. This will narrow the gap in proficiency from **2.2%** in 2019 to **2.1%** in 2021.

Results: On the MCA III in Math in 2022, **68.7%** of Non-White students were proficient, an increase from **66.0%** in 2021. The percent of White students who were proficient increased from **68.2%** in 2021 to **73.7%** in 2021. This increased the gap in proficiency to **5.0%**.

2021-22State Results: On the MCA III in Math in 2021, **27.7**% of Non-White students were proficient and **54.2**% of White students were proficient, a proficiency gap of **26.5%**.

Analysis:

Although both student groups increased their proficiency, the proficiency rates increased disproportionately resulting in an increase in the proficiency gap on the MCA III in Math. Overall, results for Minnetonka's ethnic student groups show solid performances compared to the state. Several student group performances can be highlighted. The American Indian population outpaced their state counterparts by a significant margin of **29.2 percent**. The African American population scored **14.4 percentage points** higher than African American students statewide compared to **18.8 percentage points** higher in 2019 and **18.6 percentage** points from 2018. Hispanic students outperformed their counterparts by **33.0 percent** compared to a **35.2 percent** difference from 2018 to 2019. Despite the smaller population, school staff have access to the pertinent data to make instructional decisions based on the students' individual needs.

Table 7: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Goal	2021 Actual	2022 Goal	2022 Actual	2024 Projected Target
White Students	81.4%	68.2%	73.5%	73.7%	81.5%
Non-White Students	77.4%	66.0%	71.4%	68.7%	79.5%
Proficiency Gap	4.0%	2.2%	2.1%	5.0%	2.0%

A comparison of Minnetonka to the state of Minnesota is provided below for perspective.

Table 8: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2021	Statewide 2021	Minnetonka 2022	Statewide 2022
All Students	67.8%	44.0%	72.7%	44.6%
White Students	68.2%	52.2%	73.7%	54.2%
Non-White Students	66.0%	26.4%	68.7%	27.7%
Proficiency Gap	2.2%	25.8%	5.0%	26.5%

Again, while the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Mathematics by student group as compared to the

state proficiency rates. In the table below, it is evident that student groups in Minnetonka have much higher proficiency rates than their peers at the state level. The proficiency gap between Minnetonka's student groups and Minnesota's student groups ranged from **14.4%** (African-American student group) to **46.3**% (Asian student group).

Table 9: MCA III in Math, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	Asian	African-American	Hispanic	White
Minnetonka 2022	46.7%	88.1%	33.6%	54.8%	73.7%
Minnesota 2022	17.5%	41.8%	19.2%	21.8%	54.2%

Students in Minnetonka consistently surpass their student group peers nationally on the NWEA in Math as well. Each table below illustrates that the longer students are in Minnetonka, the greater their achievement. Scores that are in bold represent an increase in RIT score over the previous year. Except for Grade 7 Black students, Minnetonka Students of Color outperform their peer national norms. Fall scores are reported as NWEA does not have norms by ethnicity available for spring assessments. As noted in the bold numbers in the tables below, in 2021 students improved their RIT scores regularly over 2020, a positive indicator for future proficiency.

Table 10: NWEA Average RIT Scores in Math for Minnetonka Black Students

	Fall 2019 Black	Fall 2020 Black	Fall 2021 Black	National Norms: African-American	National Norms: White
K	138.3	147.8	146.5	Norms begin Grade 3	Norms begin Grade 3
1	168.6	159.6	**160.2**		
2	171.1	183.3	179.9		
3	193.0	187.0	**193.6**	188.4	195.0
4	202.0	196.4	**199.2**	198.7	205.6
5	206.8	208.4	**209.4**	206.8	214.1
6	218.2	213.3	213.1	212.2	221.2
7	231.7	224.6	214.8	217.2	227.2
8	237.3	233.3	222.5	222.3	232.3

Table 11: NWEA Average RIT Scores in Math for Minnetonka Hispanic Students

	Fall 2019 Hispanic	Fall 2020 Hispanic	Fall 2021 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	142.0	149.0	**150.2**	Norms begin Grade 3	Norms begin Grade 3
1	165.8	166.6	**168.9**		
2	183.9	183.8	**186.1**		
3	191.0	195.0	**195.3**	187.2	195.0
4	206.3	198.9	**206.2**	197.4	205.6
5	216.9	212.8	210.9	204.9	214.1
6	223.5	223.9	221.1	211.0	221.2
7	234.9	227.4	**228.4**	215.5	227.2
8	240.0	239.5	229.1	218.5	232.3

Table 12: NWEA Average RIT Scores in Math for Minnetonka Asian Students

	Fall 2019 Asian	Fall 2020 Asian	Fall 2021 Asian	Asian National Norms	White National Norms
K	151.0	159.3	**161.5**	NWEA does not have Asian norms	Norms begin Grade 3
1	177.6	176.6	**180.4**		
2	193.0	192.4	**196.0**		
3	205.9	207.9	207.1		195.0
4	222.6	215.0	**221.5**		205.6
5	232.3	233.1	231.6		214.1
6	242.1	237.2	**241.8**		221.2
7	246.6	248.2	245.0		227.2
8	259.7	253.2	**254.4**		232.3

Recognizing that the connection students feel towards their teachers, schools, and communities is integral to student learning and development, the District continued its commitment to excellence and belonging. In order to ensure each student experiences a sense of belonging as a valued member of our school community, the District provided professional learning for teachers and administrators. In the 2021-22 school year, the District continued its efforts on developing a foundation for each student to experience belonging through the Search Institute's Developmental Relationships Framework. Each staff member participated in two professional learning sessions focused on the Developmental Relationships Framework and how it supports Inclusive Relationships. These sessions provided staff with new learning to deepen their understanding and application of Developmental Relationships with a focus on creating

an inclusive environment where each young person feels known, validated by, and connected as a prerequisite to positive growth and development.

All Students Are Ready for Career and College

Goal: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **94.4%** in 2021 to **94.5%** in 2022.

Results: The percentage of all students in Grade 12 at Minnetonka High School who took the ACT who met or exceeded the College Readiness Benchmark Composite Score (18) as measured on the ACT decreased from **94.4%** in 2021 to **93.9%** in 2022.

2021-22 State Results: Data not yet available.

Analysis:
With a decreased emphasis in post-secondary schools requiring or making admission decisions based on ACT scores, fewer Minnetonka students have participated in the ACT. Since 2018, the number of students taking the ACT Test has dropped from 760 students to 639 students. The number of students taking the ACT no longer reflects that of the graduating class. Additionally, the number of Minnetonka students taking the ACT multiple times to improve their scores has decreased. In 2019-20, 75.6% of graduating seniors to the ACT more than once; 71.6% of 2021 graduates took the ACT more than once, and 55.1% of 2022 graduates took the ACT more than once.   Finally, the drop in overall composite is mainly due to the higher percentage of students scoring at lower levels, which has been a phenomenon since the state requirement for all juniors to be scheduled to take the ACT according to state legislation.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **97.7%** in 2020 to **97.8%** in 2021.*

 *Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March.

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education decreased from **97.7%** in 2020 to **96.4%** in 2021.*

2020-21 State Results: The 4-year graduation rate for students in the class of 2021 graduating in 2021 or earlier as determined by the Minnesota Department of Education was **83.3**%.

The Minnesota Department of Education prefers that districts use their graduation rates in the World's Best Workforce report. The four-year graduation rates for the past year are not available in the early fall so these goals are based on the previous sets of years. As of October 6, 2022, Minnetonka's 4-year graduation rate according to the Minnesota Report Card decreased from **97.7%** in 2020 to **96.4%** in 2021**.** The Minnesota graduation rate in 2021 was **83.1%**.

The MDE identified that 2.5% (20 students) of Minnetonka High School's class of 2021 are continuing their education, 0.6% (5 students) dropped out, and 0.5% (4 students) are unknown.

Table 13: 2021 Graduation Rates by Student Group*

Student Group	Minnetonka Graduation Rate	Minnesota Graduation Rate
Asian	96.7%	87.4%
Black	90.0%	70.4%
Hispanic	97.4%	69.3%
White	96.7%	88.3%
Two or More Races	93.5%	74.6%

*American Indian/Native Alaskan student group had too few students to be reported.

Analysis: The difference in Minnetonka's graduation rates between 2020 and 2021 can be attributed to the wide-ranging impact of Covid-19. Students experienced the transition to e-learning in a variety of ways, with some families choosing to pursue alternative settings in order to maintain student/family safety once Minnetonka's in-person instruction resumed in February, 2021. The impact of the pandemic on Minnetonka's graduation rate between 2020 and 2021 is minimal, reflecting only a 1.3% difference.

Equitable Access to Effective and Diverse Teachers

World's Best Workforce requires districts and charters 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 Minnesota Department of Education defines these categories as follows:

- 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.

In the 2021-22 school year, there were no Minnetonka teachers on performance plans due to not meeting professional teaching standards as defined in the Minnetonka

Teacher Evaluation and Growth Model (TDE system). Of the 85 teachers new to Minnetonka in 2021-22, thirty-nine of them had three or fewer years of experience. These teachers worked in a range of content areas and grade levels, none disproportionately impacting low income families, students of color, or American Indian students.

Minnesota's Professional Educator Licensing and Standards Board (PELSB) no longer recognizes non-licensed community expert waivers and limited licenses. PELSB created four (4) license tiers: Tier One, Tier Two, Tier Three and Tier Four. A Tier One candidate has a minimum of a bachelor's degree with supported evidence from an employing school district meeting requirements to teach in a specific content area. A Tier Two candidate must hold a bachelor's or master's degree and have advanced studies, experience or licensure from another state or country as certified by transcripts and verification forms. A Tier Three candidate must have a bachelor's or Master's degree, passing scores on the MTLE tests (Minnesota Teacher Licensing Exams) and completion of an approved teacher preparation program in addition to two to three years of teaching experience. Finally, a Tier Four candidate meets all the requirements of a Tier Three candidate, plus has three full years of teaching experience in Minnesota and most recent summative evaluation must not have resulted in an improvement plan.

Teachers who will be teaching in an out-of-field area are required to work with their employing school district to obtain an "Out of Field Permission" or OFP.   A teacher can have up to five (5) OFP's in their teaching career. In Minnetonka in 2021-22, there were thirty teachers, or around 5% of our staff, teaching one or more classes in an area outside of their underlying license. About one-third of them (8) were either teachers in Minnetonka's Immersion or English Language Learning program. In all of these cases, the teachers were licensed in the language (Chinese or Spanish or English language) and also teaching a content area (social studies or language arts or ELL) in the target language. This year, six teachers were teaching reading on a OFP and another six were in technology, business or family and consumer studies, which are very difficult areas to staff. Of the remaining ten teachers, three were working in special education roles (adaptive physical education, autism spectrum disorders, academic and behavioral strategist). While these teachers had underlying licenses in special education, they did not have these specific licenses. The remaining out-of-field teachers were in the areas of theater and health. These out-of-field teachers did not work disproportionately with low-income families, students of color, or American Indian students.

Minnetonka prides itself on hiring the very best teachers to meet the needs of our students. In 2021-22, Minnetonka employed 904 classroom teachers across the district, and about 13% of these hail from diverse backgrounds; by comparison just a bit more than 20% of our students are from diverse backgrounds. In order to achieve better alignment between staff and student demographics, Minnetonka is actively focusing its recruiting efforts on these populations, while still seeking out the very best teachers in the market to join our team.

To this end, in 2021-22, with impetus from the School Board's Goal #2, the Human Resources Department sought and received a grant from MDE that was meant to help onboard diverse teacher candidates from out of state. The District initially secured funding to assist three, eligible hires with relocation costs. We were more successful than envisioned and actually managed to hire four diverse candidates from out-of-state. Minnetonka successfully petitioned the MDE to increase the grant accordingly and they agreed to fund this effort at $20,000 or $5,000 per candidate. Minnetonka was one of two districts among sixteen grantees who successfully brought in diverse candidates from outside Minnesota.

At the same time, Minnetonka has maintained a more visible presence in recruiting events that would expose teaching opportunities to a wider, more diverse audience. This year, Minnetonka's human resource department actively recruited in twelve recruitment events that offered the widest possible exposure to under-represented groups. Human Resource administrators met over 300 candidates in this effort and about 28% of them were from target communities. When looking at the District's current demographics, the student population diversity exceeds the staff diversity count by about 8%. It is anticipated that natural dynamics in the labor market will help bring student and staff demographics into alignment within the next four years or so. Still, the District plans to continue casting the wider net that began in the 2020-21 school year.

Advisory Committee

World's Best Workforce plans and updates were shared regularly with the District Advisory Committee. Advisory Committee members provided feedback and insights into the plans. Those members were:

- Krista Adewumi, Parent, Community Member
- Mark Ambrosen, School Board Director, ended December 2021
- Christine Breen, Executive Director of Special Education
- Maria Chopite, Spanish Immersion Teacher & Department Chair, Minnewashta Elementary
- Kruthica Dama, MHS Student, '22
- Serena Harad, Parent, Community Member
- Paule Hocker, Parent, Community Member, Scenic Heights Elementary Paraprofessional
- Sara Hunt, Parent, Instructional Technology Coach
- Stephanie Johnson, Parent, Community Member
- Paige Koehnen, Clear Spring Elementary Grade 1 Teacher
- Erin Kopischke, Groveland Elementary Wilson Reading Specialist
- Dr. Amy LaDue, Assistant Superintendent of Instruction
- Bryan McGinley, Deephaven Elementary School Principal
- Julius Nurse, MHS Student, '22
- Dr. Matt Rega, Parent, Director of Assessment
- Diane Rundquist, Parent, Director of Advanced Learning
- Steve Urbanski, Director of Curriculum

- Lisa Wagner, School Board Director (starting January 2022)
- Sara White, Director of Teacher Development

2022-23 Goals and Strategies

The goals for 2022-23 are developed collaboratively and include involvement of stakeholders including administrators, teachers, parents, and students.

Strategies to meet each goal have been developed and will continue to be refined throughout the 2022-23 school year.

All children are ready for school.

Goal 1: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from **82.4%** in fall 2022 to **85.0%** by October 2023.

Strategies

For the past two years, Minnetonka kindergarten students have taken the Fastbridge Early Reading Screener. On this assessment, students are identified as Low Risk, Some Risk, and High Risk. The fall screener score reflects an overall composite based on four subtests: letter sounds, onset sounds, concepts of print, and letter names. Students are reassessed in winter and spring to gauge growth.

Table 14: Percentages of Students by Risk Rate on the Fastbridge Early Reading Screener

Fall Screener	Percent at Low Risk (Green)	Percent at Some Risk (Yellow)	Percent at High Risk (Red)
2021-2022 All	82.4%	15.1%	2.4%
2021-2022 English	75.9%	20.1%	4.0%
2021-2022 Immersion	89.6%	9.7%	0.7%
Spanish	90.3%	9.4%	0.3%
Chinese	87.5%	10.6%	1.9%
2022-2023 All	82.4%	15.5%	2.1%
2022-2023 English	78.7%	17.8%	3.5%
2022-2023 Immersion	85.9%	13.2%	0.9%
Spanish	85.9%	12.9%	1.2%
Chinese	85.7%	14.3%	0%

To promote early literacy, Minnetonka Early Childhood and Early Childhood Special Education teachers will continue to deepen their understanding of the Teaching

Strategies GOLD assessment and tools. They will use common language and expectations to increase student literacy. Teachers will leverage their professional learning communities (PLCs) to discuss the data collected and how that data will inform practice. In addition, staff expose students to pre-literacy activities through the use of Heggerty, Creative Curriculum, as well as partnering with parents to promote early literacy development in the home environment for those students who are enrolled in ECFE or Early Intervention. To better understand the impact Minnetonka Preschool has on pre-literacy development, the building leadership team is exploring alternative assessment options, such as the Individual Growth Developmental Indicators (IGDIs) which is shown to correlate to literacy development in 3rd grade.

As a part of communication with families of future kindergarten students, elementary principals will also promote pre-literacy play strategies that families could engage in with their children. Rhyme games, including reading books with rhymes and singing songs with rhyme, are one fun way to practice phonemic awareness. Creating awareness with first sounds in words through alphabet books or songs is another way families may promote early literacy.

An additional goal of increasing participation in Minnetonka Preschool will be developed during the 2022-23 school year. Baseline data of the number of 5-year-old students previously served in Minnetonka Preschool who then enrolled in Minnetonka kindergarten during the past five years will be identified. Minnetonka Preschool, ECFE & Jr. Explorers Coordinator Molly Bahneman and Early Childhood Special Education Coordinator Angie Kleinedler will use this data to project how many additional students they may serve. Currently, they serve 333 students and have capacity for 400 students.

> Pre 3's enrollment is 22 out of 24 (91.6 % full)
> Our 3-year-old enrollment is 118 out of 138 (85.5% full)
> Our 4-year-old enrollment is 193 out of 234 (82.5% full)

While the morning preschool classes are at capacity, there is room for growth in the afternoon preschool offerings. Working to educate families about the benefits of afternoon learning for students has been a priority and will continue to be a priority for this year. Other strategies will include increasing and differentiating our marketing strategies and increasing our partnership with the District to educate families on the benefits of preschool and to showcase what Minnetonka Preschool has to offer.

Data Sources:
Teaching Strategies GOLD; MARSS; District Census; ECS report; Enrollment data from Annual Reports, Fastbridge Early Reading - English

All third graders can read at grade level.

Goal: By June 1, 2023, **67.2%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2021 on the MCA-III Reading assessment, **64.8%** of Minnetonka Public Schools students met this goal.

Strategies

As noted in Minnetonka's Local Literacy Plan, through high quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual goals. Furthermore, based on the outcomes of the assessments, students may qualify for additional support through Minnetonka's MTSS process. Classroom and tiered instruction are informed by an analysis of the data from common summative and formative assessments.

Students' reading fluency is assessed in the fall, winter, and spring in grades k-5. Each child is assessed three times a year to measure progress in oral reading fluency. Oral reading fluency is a measure of reading accuracy and rate. It also has a high correlation with students' reading comprehension. There are different measures for fluency depending on the child's grade level and primary language of instruction.

Additionally, Minnetonka Public Schools has taken a proactive approach in addressing Dyslexia. In addition to a comprehensive English language curriculum with a strategic system of district-wide assessments and universal screeners, Minnetonka Schools has added specific, research-based screeners and interventions to identify and respond to Dyslexia. All District reading specialists and one to two special educators at each building have been trained in the Wilson Reading System.

Tier One instruction is the foundation for achieving the *Read Well by Grade Three* goals. Core instruction represents the instruction that all students receive and is the model for all home classrooms at the elementary level. The images and tables below outline the "core" elements of literacy instruction at the elementary level and the expected delivery model.

Table 15: Balanced Literacy Model
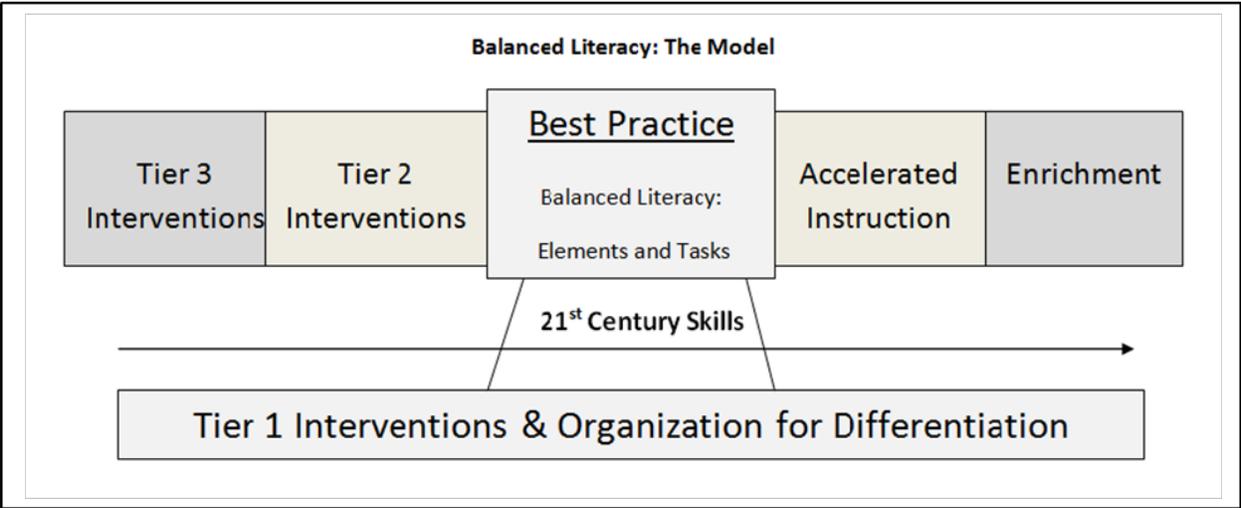
Table 16: Balanced Literacy Elements

	Balanced Literacy: The Elements
Comprehension	Students must acquire the ability to make meaning of texts and produce meaningful texts. We want our students to understand what they read and make significant connections before, during, and after literacy tasks. Students must apply strategies, construct background knowledge, and monitor their understanding while reading appropriately leveled texts and engaging in meaningful writing activities.
Phonemic Awareness and Phonics	Students must acquire the ability to apply skills and strategies in the areas of phonemic awareness and phonics. We want our students to read accurately to increase the ability to understand and make connections. Writing should reflect students' mastery of phonics. Foundational skills and consistent precision allow students to engage in more complex tasks and process with higher order thinking skills.
Vocabulary	Students must acquire a wide selection of words in order to engage in literacy tasks. We want our students to identify and apply new and interesting words to strengthen their understanding and expression. Vocabulary instruction should build each year and encourage connections across the curriculum and between subject areas.
Fluency	Students must interact with text in multiple contexts to read and write with purpose, clarity, controlled speed, and accurate expression and inflection. We want students to approach literacy tasks in terms of tone and style to articulate thoughts and ideas thoughtfully and confidently.
Modeled Literacy Tasks	The teacher instructs students using a read aloud or "write aloud" technique to demonstrate correct use of a strategy or skill. The teacher is able to model his/her thinking out loud, providing students with the opportunity to watch a master reader and writer apply his/her techniques and tactics effectively. This usually takes the form of a "focus lesson" and students will refer to the modeling session and/or product for guidance.

Shared Literacy Tasks	Both the teacher and students interact with a text during a read aloud or "write aloud" session. While the teacher will model strategies and skills for student observation, he/she will also invite the students to read or write and model their own thinking with guidance. This usually takes the form of a "focus lesson" and involves "Big Books" or a class read-aloud and student reading materials.
Guided Literacy Tasks	The teacher utilizes flexible grouping to meet with small groups or individual students for reading and writing at their instructional levels. Students spend the majority of their time on a reading or writing task and the teacher introduces strategies and skills for application. These strategies and skills will meet the needs of each student in a group, stressing the importance of individualized literacy instruction. (This usually takes place while other students are working on Independent Literacy Tasks).

Table 17: Balanced Literacy Tasks

Balanced Literacy: The Tasks	
Receptive Tasks	**Productive Tasks**
- Listen effectively to gain insight and find solutions - Read and engage in a variety of texts to gain knowledge and make personal and global connections - Develop competencies in reading narrative and expository texts - Seek out multiple diverse resources to develop understanding and global awareness	- Communicate effectively to provide perspective and evidence of critical thinking - Use appropriate communication for a variety of purposes. - Write with purpose to convey a message appropriately and accurately - Understand and use media to most efficiently and effectively communicate ideas

In addition to expanding upon data analysis strategies, groundwork has been laid to improve upon the Reading and Writing experience at the elementary level. This will impact results through the secondary level. Implementation of the *Making Meaning* and Reading program began for Grades 2-5 during the 2015-16 school year. This program

is aligned to the Common Core State Standards. In addition to an aligned Reading program, *Being A Writer* was implemented as well for Grades 1-5 the previous year. Four years ago, *Wilson Fundations* was introduced District-wide in Grades K-1 and among intervention classrooms. The new assessments utilized with these programs are more authentic and diagnostic by nature. This allows teachers the ability to more accurately pinpoint students' strengths and areas for growth in writing and reading comprehension.

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 through the results of both screening and diagnostic measures. The Fastbridge Early Reading/CBM-Reading assessments and the NWEA reading assessments will serve as benchmark assessments administered 2-3 times per year. Additional work will be continued by staff to study the common core components to the assessment. Students are tested in the two areas of Literature and Informational Text.

Data Sources: MCA-III Reading, NWEA MAP for Primary in Reading, NWEA MAP Common Core State Standards 2-5, edSpring CES Fluency, Making Meaning and Being a Writer Assessments, Fountas and Pinnell Leveled Literacy Intervention, CAREI MTSS evaluation

All racial and economic achievement gaps between students are closed.

Goal 1: To close the proficiency gap in reading by 2026, **73.3 %** of Non-White students will be proficient on the MCA III in Reading in 2023, an increase from **70.1%** proficiency in 2021. White students will increase proficiency from **74.1%** in 2022 to **76.5 %** in 2023.This will narrow the gap in proficiency from **4.0%** in 2022 to **3.2%** in 2023.

Goal 2: To close the proficiency gap in math by 2026, **72.0%** of Non-White students will be proficient on the MCA III in Math in 2023, an increase from **68.7%** in 2022**.** The percent of White students who will be proficient will increase from **73.7%** in 2022 to **74.5%** in 2023**.** This will narrow the gap in proficiency from **5.0%** in 2022 to **2.5%** in 2023**.**

Strategies

One tool that teachers can currently use is Sourcewell's Proliftic software. This is a tool that will help teachers diagnose which students are performing far below standards, performing slightly below standards, meeting standards, or exceeding standards. An important feature of this tool is to give teachers the ability to review all student data to help them create a clear profile for each of their students related to a specific content area. Teachers can align what they learn from the MCA and NWEA results in a timely and user-friendly manner to determine students' instructional needs. Teachers will need to analyze the results, and then use the instructional resources available to them to best meet the students' needs based on the data.

In addition to using the Sourcewell software, teachers will have resources available to them from the Minnesota Department of Education (MDE). MDE partnered with

Pearson several years ago to provide online testing for all students statewide. One of the improvements made in recent years is the ability for schools and families to utilize the Pearson Perspective system to provide instructional resources to students using the students' unique learning locator number. Teachers can use the data from this assessment to provide targeted activities that are aligned to standards. Between the Minnetonka instructional resources and the resources that are available from MDE and Pearson, our teachers will have the ability to personalize instruction with the goal of moving students to the next level. Instructions to use these resources are made clear during individual school data retreats scheduled near the beginning of the school year.

Additionally, professional development learning opportunities will be identified and offered throughout the year to further support teachers in addressing barriers to student learning. This will include professional development sessions focusing on Tier I literacy and math intervention and intensive sessions focusing on Tier II and Tier III intervention, including Wilson Reading strategies. New intervention teachers will also receive more intensive coaching as they begin working with intensive intervention programs such as the Wilson Reading System.

Finally, in addition to the robust MTSS programming, supplemental programming such as tutoring and enrichment opportunities will be offered throughout the year for students.

The following tables illustrate the path to a zero percent proficiency gap:

Table 18: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Actual	2022 Goal	2022 Actual	2023 Goal	2024 Target	2026 Target
White Students	75.5%	78.7%	74.1%	**76.5%**	78.0%	**79.0%**
Non-White Students	69.9%	72.7%	70.1%	**73.3%**	76.5%	**79.0%**
Proficiency Gap	5.6%	5.0%	4.0%	**3.2%**	1.5%	**0.0%**

Table 19: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2021 Actual	2022 Goal	2022 Actual	2023 Goal	2024 Target	2026 Target
White Students	68.2%	73.5%	73.7%	74.5%	75.8%	**76.8%**
Non-White Students	66.0%	71.4%	68.7%	72.0%	74.8%	**76.8%**
Proficiency Gap	2.2%	2.1%	5.0%	2.5%	1.0%	**0.0%**

Data Sources: NWEA in Reading; NWEA in Math; MCA-III Reading; MCA-III Math; EdSpring

All students are ready for career and college.

Goal: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT will increase from **62.9%** in 2022 to **63.9%** in 2023.

Strategies

In 2022-23, baseline data will be collected for students demonstrating readiness for post-high school studies and careers in two of the three following benchmarks by the end of 12th grade: (1) demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT; (2) demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses; (3) demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course. Ultimately, these benchmarks will be predictive of student preparedness for post-high school studies and careers. Minnetonka students will be better equipped to pursue a fulfilling pathway after high school due to greater exposure to rigorous coursework, and a wider range of trades-based learning experiences.

Minnetonka Public Schools is committed to ensuring that all parents have the knowledge and tools to support their children as they make decisions about their future plans. The school district continues to support personalized pathways to success E-12. Beginning in middle school, through the web-based resource called *Naviance Student*, students:

- Explore their strengths and interests with a variety of self-discovery assessments
- Get involved in the planning of their future based on these strengths and interests
- Build a portfolio, complete online surveys, understand the intricacies of making decisions about colleges and careers
- Research colleges and careers
- Set goals for the future

Naviance Student has been foundational in creating a path for school counselors at the secondary level to engage with and support their students as they plan for college and career. Counselors developed unit plans and lessons based on developmental milestones for students. The following is a summary of the "touch points" at each grade level. In addition, counselors meet regularly with students to ensure that they understand pathways and course options, including, at the high school level, trades, technical schools, and higher education options.

Grade Six:

1. About Me Survey
2. Meet the Counselor
3. Positive Climate
4. Learning Styles Lesson and Inventory
5. End of Year

Grade Seven:

1. About Me Survey
2. Courage Retreat
3. Strengths Explorer Lesson and Inventory
4. Positive Climate
5. End of Year

Grade Eight:

1. About Me Survey
2. Career Key Lesson and Inventory
3. Career Day
4. Positive Climate
5. Ninth Grade Transition and Registration Lesson
6. End of Year

Grade Nine:

1. Ninth Grade Individual Meetings
2. Strengths Explorer Review

Grade 10:

1. Career Interest Profiler
2. Review of Past Inventories
3. Counselor Meetings

Grade 11:

1. My Game Plan
2. Road Trip Nation
3. Career Clusters
4. Do What You Are
5. Counselor Meetings

Grade 12:

1. Seminar and Applications
2. Counselor Meetings

High school counselors use information from the middle school assessments to facilitate student planning conversations throughout the year. Additionally, the Career Interest Profiler in Grade Ten and the Game Plan Survey in Grade Eleven provide a road map for career and college. The Career Interest Profiler allows students to discover career clusters that are a good fit for them, and subsequent careers that they found interesting. This may also be used as a foundation for selecting courses or programs for junior and senior years. The Game Plan survey is designed to launch the post-high school process. In their senior year, students are also invited to participate in the National College Fair field trip. School counselors and administration continue to communicate how the Naviance tools and counseling programs support students, encouraging families to engage with the tools before, during and after key learning experiences.

In support of Minnetonka School Board Goals, the district has engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. A comprehensive process involving student focus groups, a trades advisory board, staff and administrators has resulted in the creation of the Momentum: Minnetonka Design and Skilled Trades program and the following opportunities:

- Two new courses that fulfill core requirements (Metal Sculpture [art credit] and The Physics of Home Renovation [science physics credit])
- The introduction of Automotive I, Automotive Steering and Suspension Systems, and Automotive Electric-Electronic Systems designed to provide hands-on lab experience in diagnostic techniques and the maintenance of vehicles
- A proposed course connecting transportation careers to global commerce (The Business of the Automobile: From Individualized Auto Services to Global Economic Impact [social studies credit])
- Professional guest speakers and panel presentations
- Connections to local businesses
- Increased awareness of trades and technical school offerings
- A Senior Capstone experience for students who complete an advanced-level course

The District continues to prioritize personalizing learning for students and creating multi-modal, inquiry-based, and experiential learning experiences for students. Each of these areas will be addressed throughout the revised curriculum review process during the 2021-22 school year. In addition, these experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced.

Data Sources: PSAT; ACT; Skyward (for IB/AP enrollment data); Naviance

All students graduate from high school.

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **96.4%** in 2021 to **97.1%** in 2022.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March.

Strategies

Minnetonka High School administrators, counselors, teachers, and academic support staff are committed to ensuring that each student has the supports and scaffolds they need to find both academic and social success. To that end, high school counselors meet individually with each senior to gauge their progress towards graduation and identify any areas that may need additional support. Counselors also monitor student academic progress regularly to identify students who are struggling. In 2022-23, they are piloting an on-site tutoring program with licensed teachers at no additional cost to the students. Additionally, MHS has affinity groups for traditionally marginalized student populations in order to create stronger connections to the school and to increase the sense of belonging.

Data Sources: Skyward; edSpring; Minnesota Department of Education

SUMMARY

The World's Best Workforce legislation aligns with Minnetonka's vision for all students' extraordinary achievement in the classroom and in life. World's Best Workforce provides a template for the District to report on its goals, strategies, and results. In 2021-22, Minnetonka met or partially met goals in one of the strategic areas. Goals and strategies for 2022-23 have been set.

RECOMMENDATION/FUTURE DIRECTION:

This report is submitted for the School Board's information.

Submitted by: _____
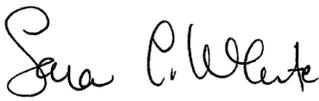
Sara White, Director of Teacher Development

Concurrence: _____

Amy LaDue, Associate Superintendent

Concurrence: _____

David Law, Superintendent