



2021-22

World's Best Workforce and Achievement and Integration

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November 3, 2022



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What is World's Best Workforce (WBWF)?

Minnesota statute ([Section 120B.11](#)) requires every school district to develop goals in five prescribed areas and report on those goals annually.

For more information, see [MDE World's Best Workforce](#)

World's Best Workforce: Overview of Goals for 2021-22



Goal	Result	Status
All students ready for school	Percentage of kindergarten students meeting fall benchmarks in both letter sounds and letter identification (kindergarten literacy assessment)	Not on track
All students in third grade achieving grade-level literacy	Percentage of third grade students proficient in reading on the MCA-III	Not on track
Close achievement gaps	Percentage of students proficient in math and reading on the MCA-III by group, including race/ethnicity groups, English learners, students receiving special education services, and eligible for free or reduced-priced lunch.	Not on track
All students career- and college-ready	Percentage of students in a graduating class who meet or exceed the college readiness reading benchmark on the ACT	Not on track
All students graduate	Percentage of students graduating high school within four years as reported by MDE	Not on track

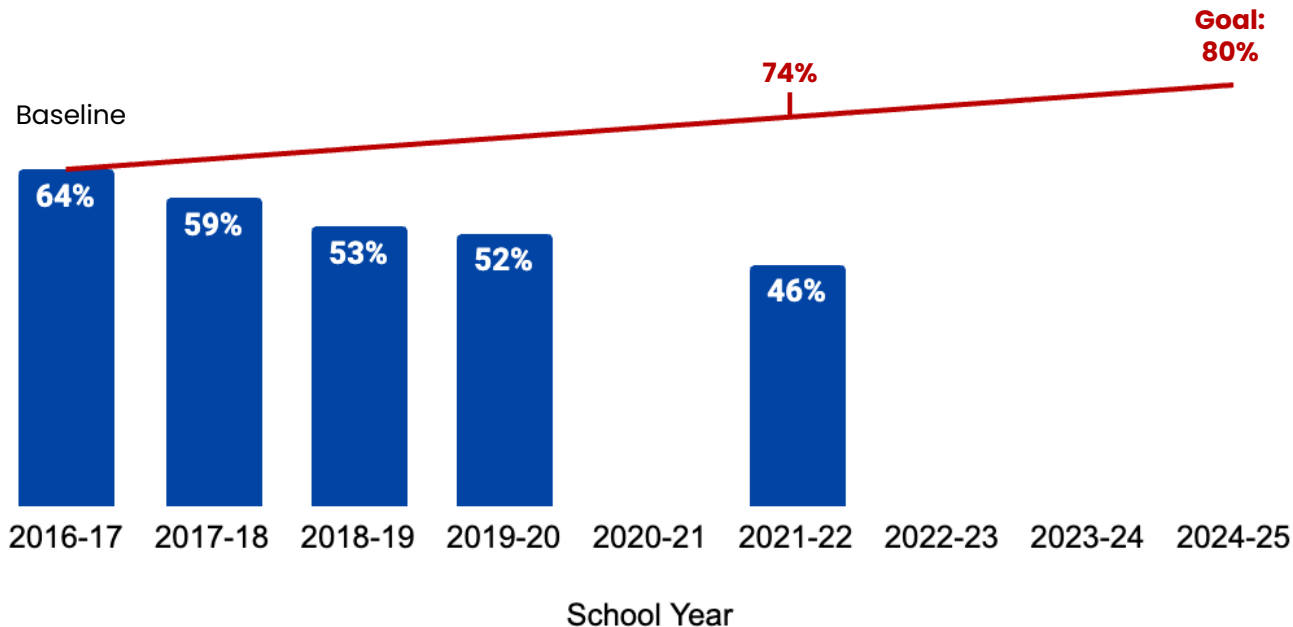


All Students Ready For School

Percentage of Kindergarten students meeting fall benchmarks in letter sounds and identification

■ Results ■ Goals

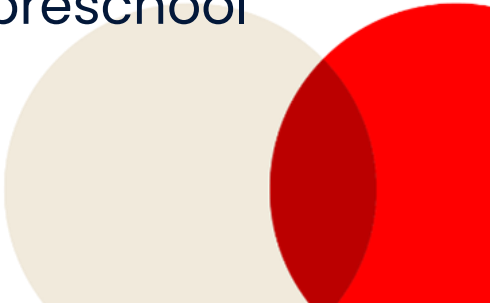
Annual increase of 2.0 percentage points



Note: The kindergarten literacy screener was not completed in fall of 2020.

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All Students Ready for School: Strategies and Programming

- Consistent curriculum and assessment for preschool
 - Curriculum: Big Day for Pre-K, Second Step, Handwriting without Tears and a Pyramid Scope and Sequence
 - Use of TS Gold assessment in Pre-K, where in the spring of 2022:
 - 78% of children met or exceeded social emotional items
 - 80% of children met or exceeded literacy items
 - Intensive instructional tier coaching model for preschool teachers
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- Decorative circles in the bottom right corner: a large light beige circle and a smaller red circle overlapping its edge.

All Students Ready for School: Strategies and Programming Continued

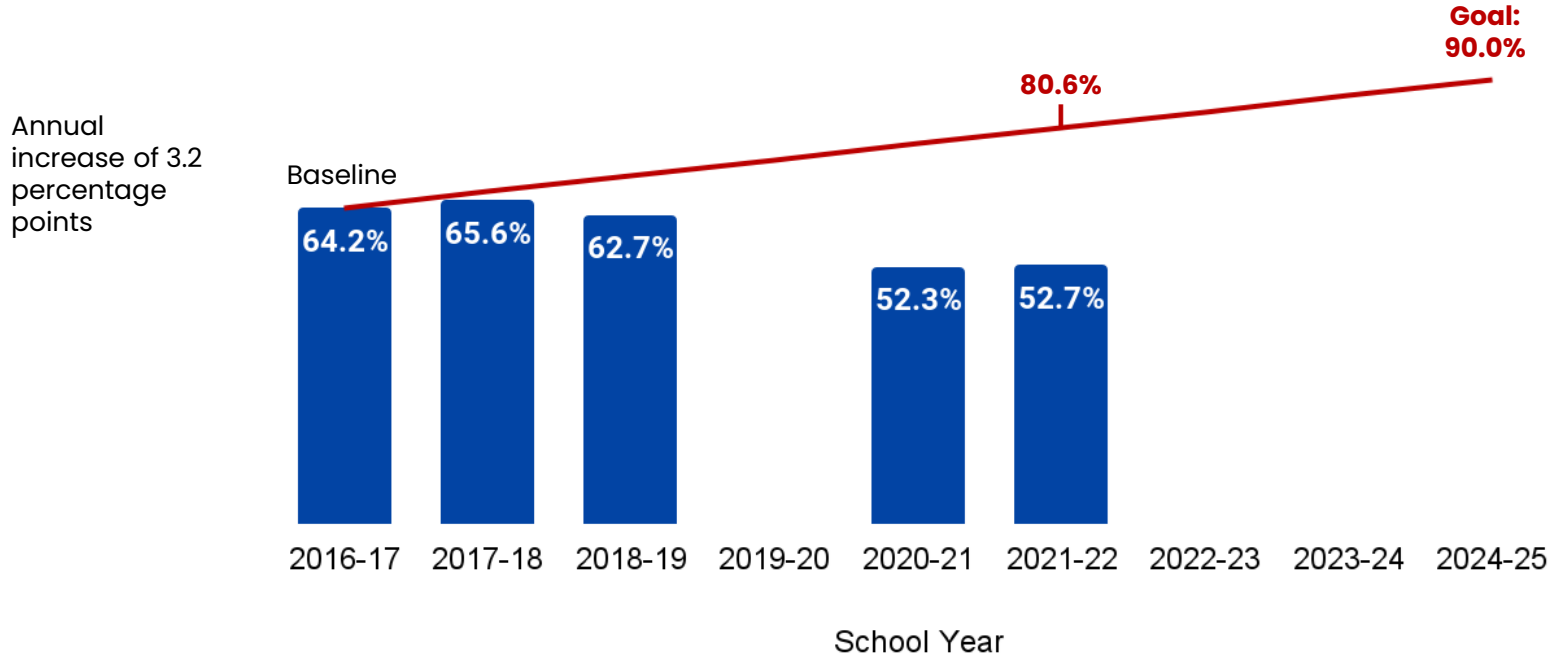
- Ongoing professional development through teaching and learning services (TLS) and Early Learning (Pyramid Training & TS Gold assessment training)
- Early Childhood Family Education (ECFE) and broad outreach
- Early Childhood Special Education (ECSE)
- Early Childhood Screening for 3-5 year olds
 - 1,034 children screened in the 2021-22 school year



All Students in Third Grade Achieving Grade-level Literacy

Percentage of third-grade students meeting or exceeding reading standards on the MCA-III

■ Results ■ Goals



Notes: The MCA-III assessments were not administered in the 2019-20 school year due to the COVID-19 pandemic. MCA-III participation rates were lower than what was typical for SoWashCo Schools in the 2020-21 school year. Data by student groups are available: [SoWashCo Schools Longitudinal graphs by student group](#)



All Students in Third Grade Achieving Grade-level Literacy

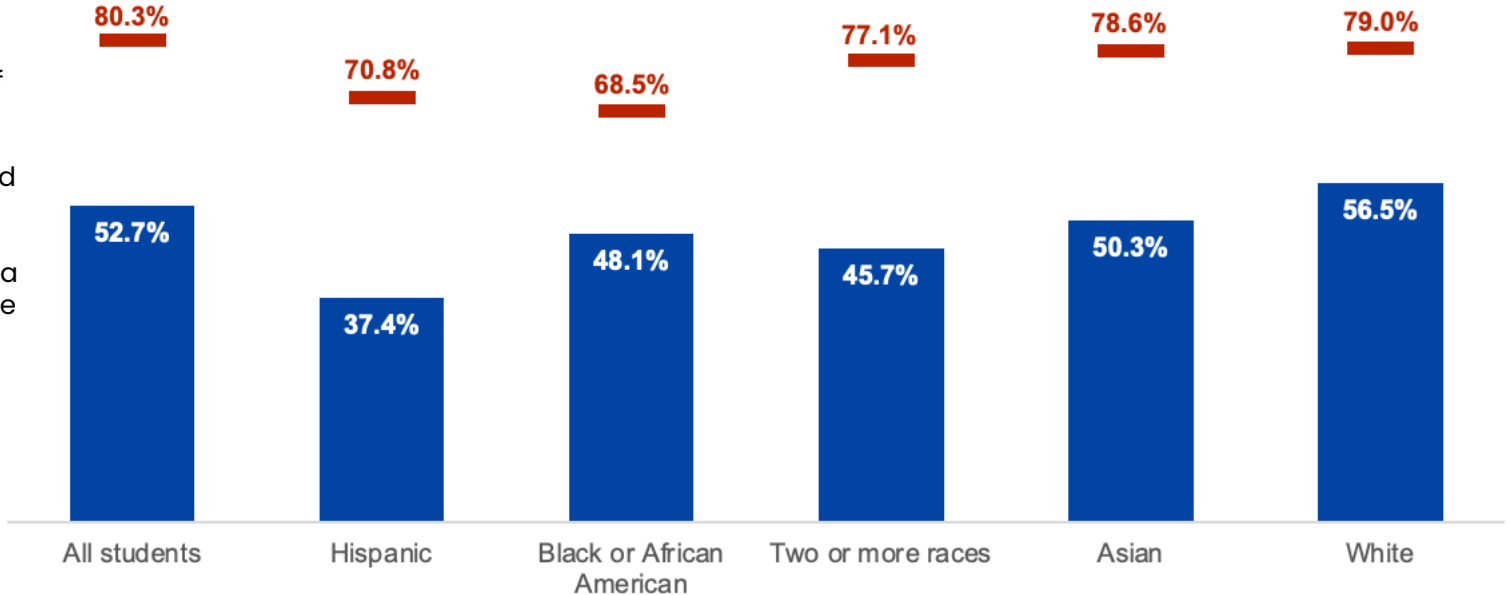
Percentage of third grade students by race/ethnicity group meeting or exceeding reading standards on the MCA-III in the 2021-22 school year

■ Results — Goal

- Goals for SY 2024-25:
- 90% of all students meet or exceed standards
 - At least 85% of students in each group meet or exceed standards

Each group has a different baseline and annual increase.

Additional data:
[SoWashCo Schools Longitudinal graphs by student group](#)





All Students in Third Grade Achieving Grade-level Literacy

Percentage of third grade students by race/ethnicity group meeting or exceeding reading standards on the MCA-III in the 2021-22 school year

■ Results — Goal

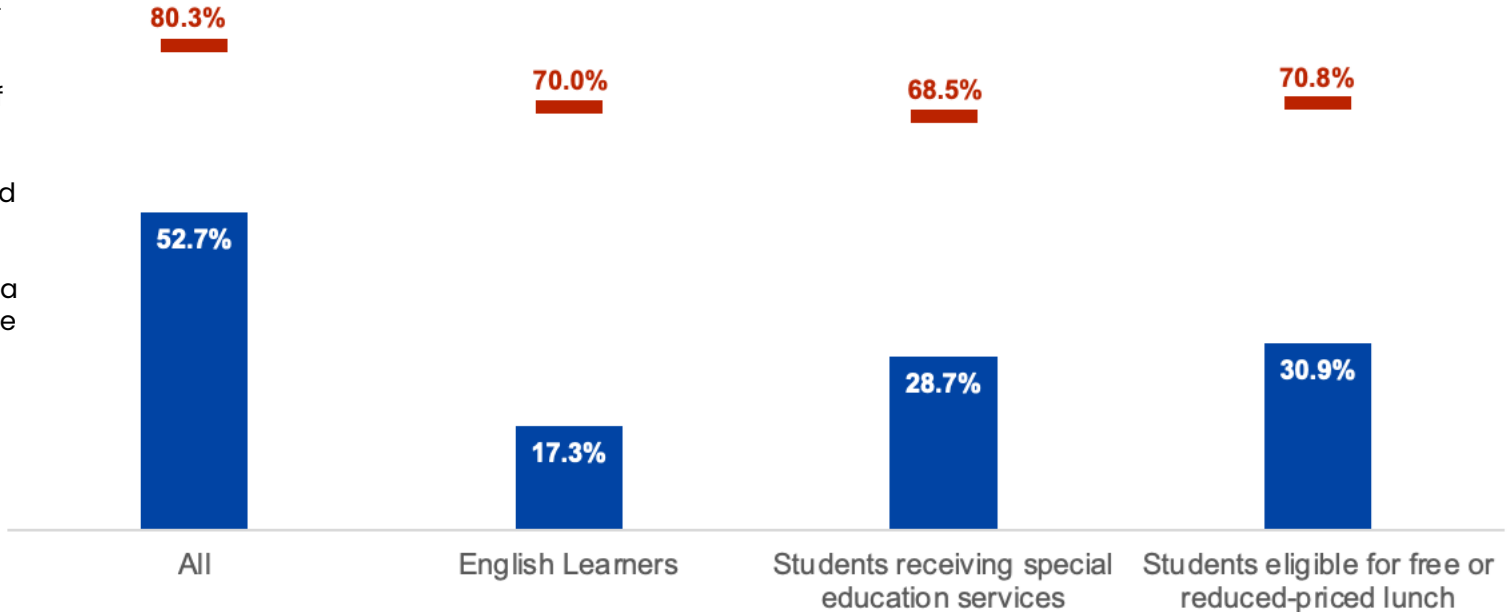
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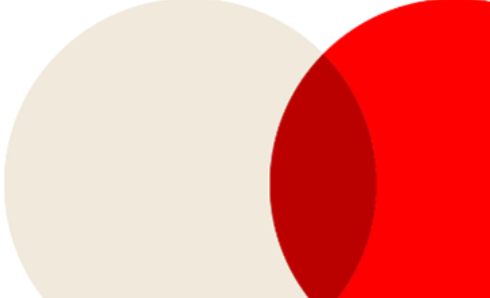
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All Students in Third Grade Achieving Grade-level Literacy: Strategies and Programming

District

- Deepen understanding of Minnesota State Standards for Literacy
- Build deep knowledge and consistent use of resources (ARC, LLI, Sondag, Haggerty)
- Prepare educators to effectively implement resource materials
- Coach teachers on implementation of resources
- Build educator capacity to engage in the regular view of data to identify areas of success and potential opportunities

Principals Learning Leaders Series

- Build consensus around implementation goals and metrics
 - Examine existing systems and infrastructure
 - Implementing and scaling change
 - Collecting and analyzing quantitative and qualitative data through a variety of methods
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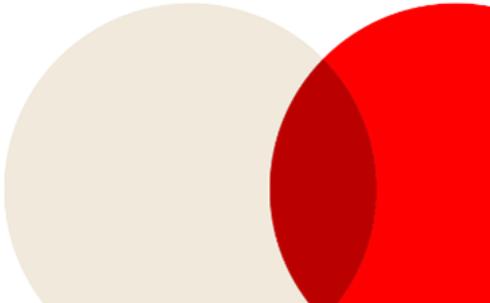
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All Students in Third Grade Achieving Grade-level Literacy: Strategies and Programming

Reading Specialists

- Meet with the intervention team and classroom teachers
- Instruct small group interventions
- Coach and train teachers - instructionally
- Attend PLCs to review data and monitor student progress

Reading Interventionists

- Provide direct instruction to students identified as needing extra support for reading services in a small group setting.
 - Assess the progress of students on a regular basis
 - Provide consistency to develop the student's fullest acquisition of knowledge, skills, concepts and attitudes toward literacy.
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All Students in Third Grade Achieving Grade-level Literacy: Strategies and Programming

Classroom Teachers

- Implementation of Literacy Framework (morning message, read/write/discuss complex texts, reading lab, interactive read aloud, writing, readers' workshop)
- One-on-one or small group conferencing
- Gradual release model, designed to build student independence when reading and writing
- Leading lessons in phonemic awareness, phonics and vocabulary development

Students

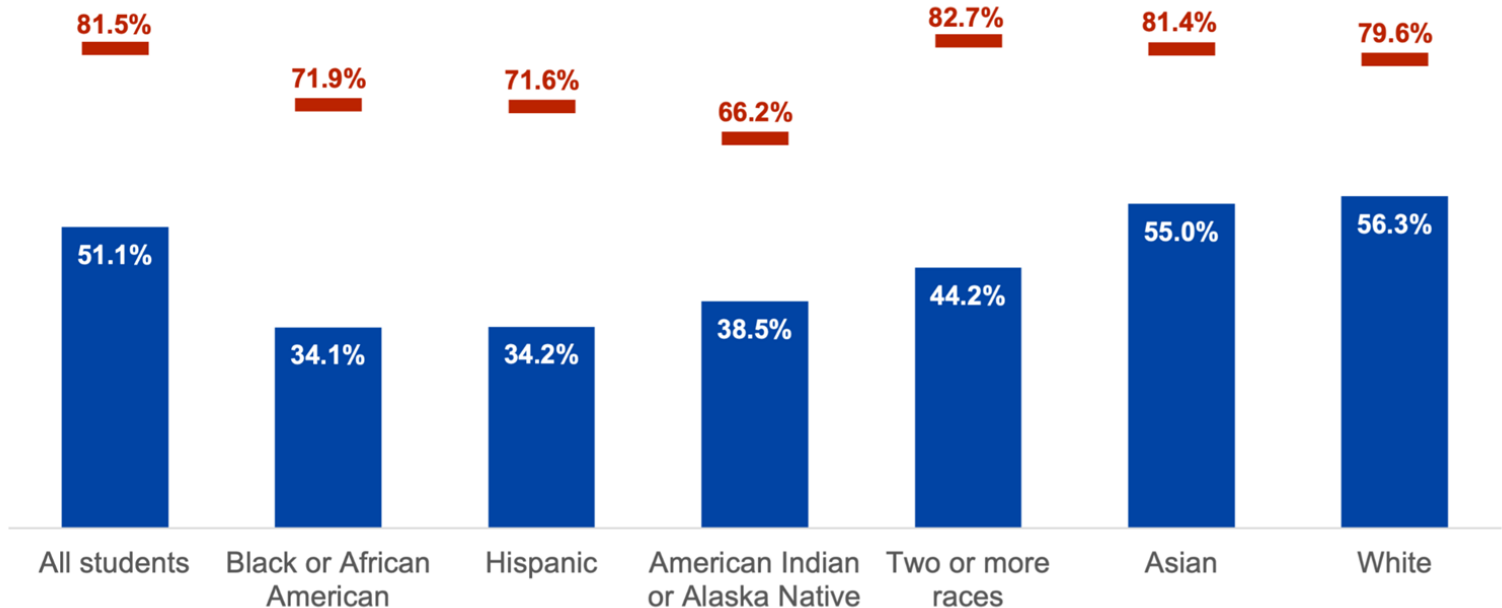
- Engage in independent reading
- Engage and interact in texts at their independent and instructional reading levels



Close Achievement Gaps: Math

Percentage of students by race/ethnicity group meeting or exceeding standards on the MCA-III in the 2021-22 school year

■ Results — Goal



Goals for SY 2024-25:

- 90% of all students meet or exceed standards
- At least 85% of students in each group meet or exceed standards

Each group has a different baseline and annual increase.

Additional data:

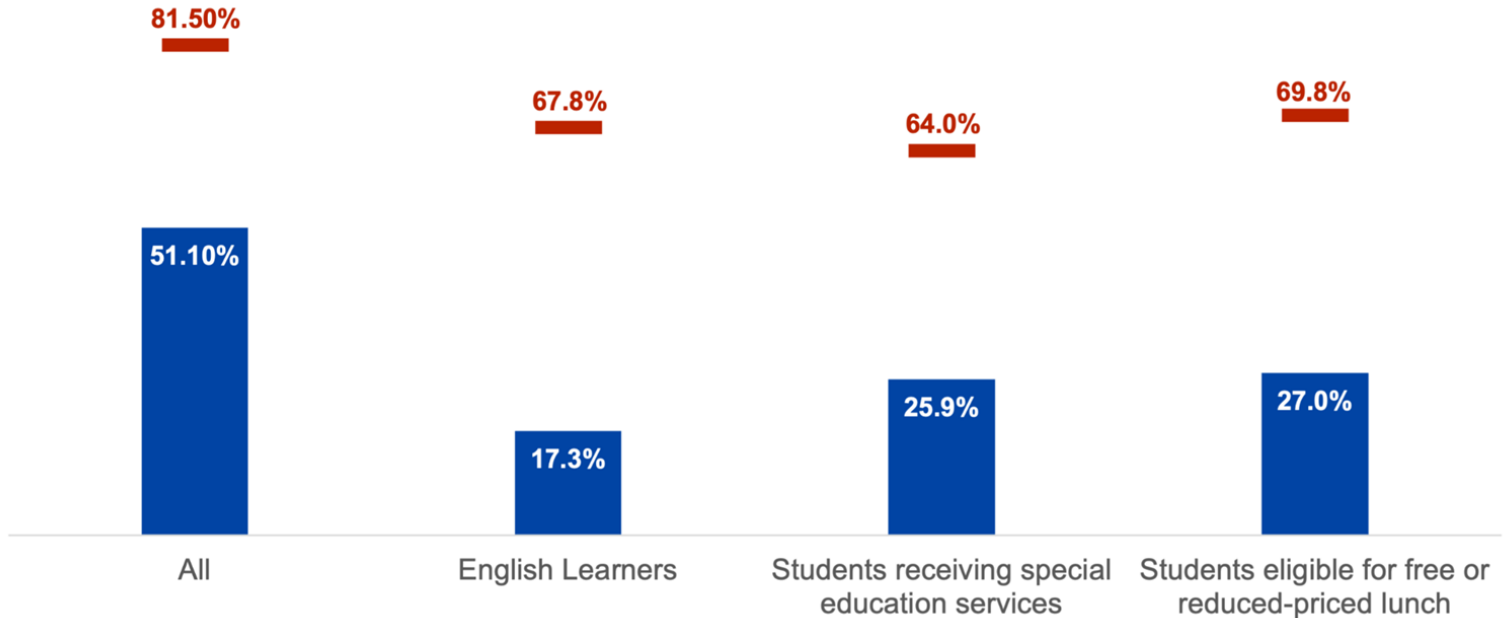
[SoWashCo Schools Longitudinal graphs by student group](#)



Close Achievement Gaps: Math

Percentage of students by service group meeting or exceeding standards on the MCA-III in the 2021-22 school year

■ Results — Goal



Goals for SY 2024-25:

- 90% of all students meet or exceed standards
- At least 85% of students in each group meet or exceed standards

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Additional data:

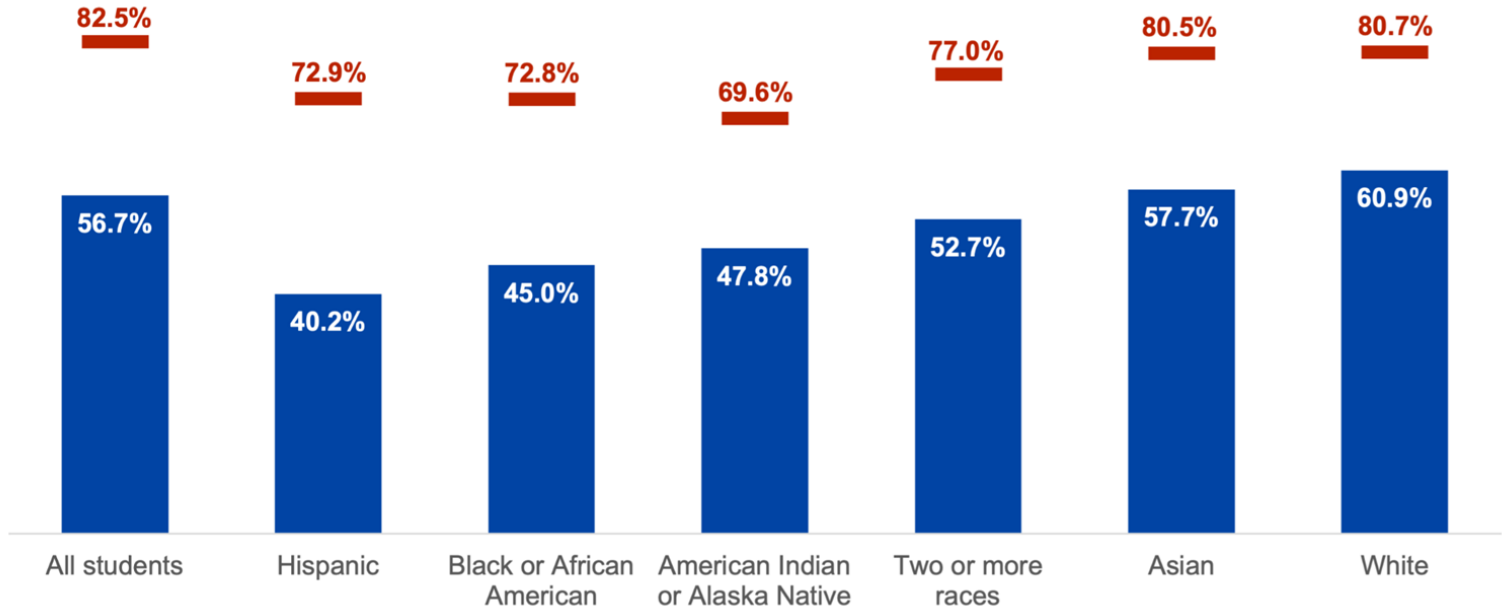
[SoWashCo Schools Longitudinal graphs by student group](#)



Close Achievement Gaps: Reading

Percentage of students by race/ethnicity group meeting or exceeding standards on the MCA-III in the 2021-22 school year

■ Results — Goal



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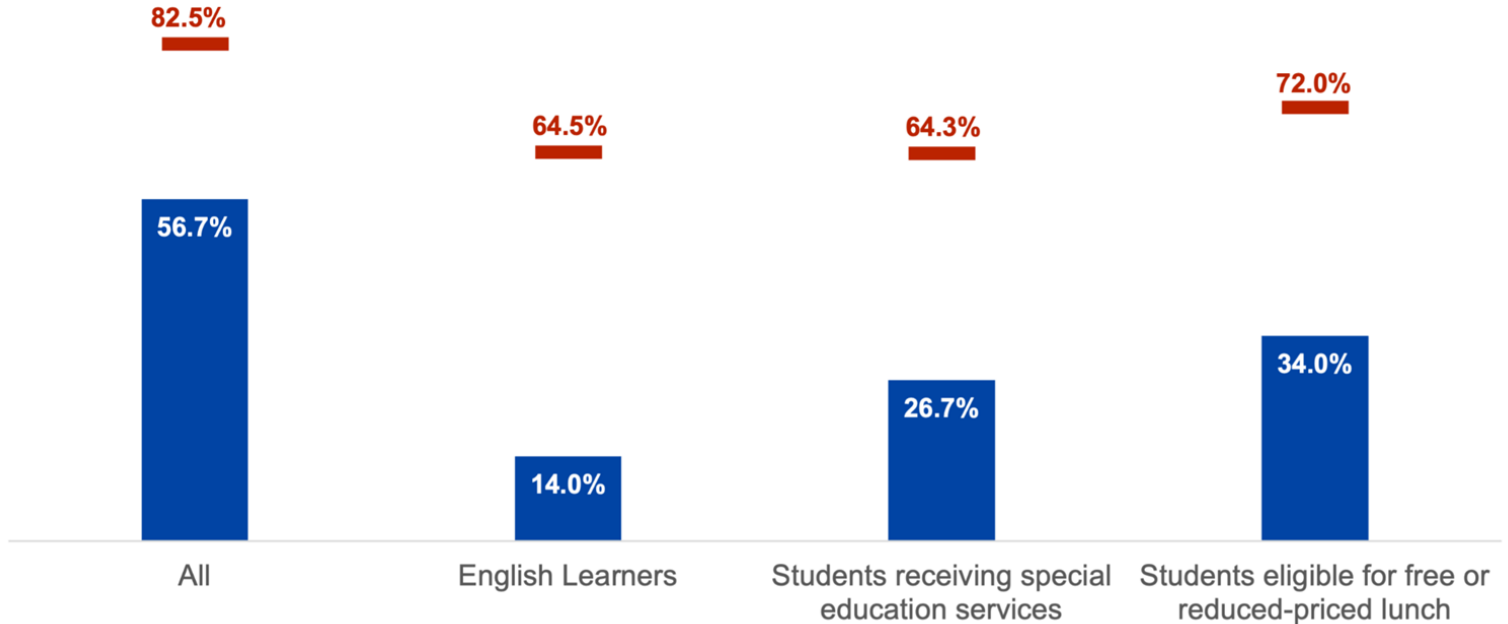
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Close Achievement Gaps: Reading

Percentage of students by service group meeting or exceeding standards on the MCA-III in the 2021-22 school year

■ Results — Goal



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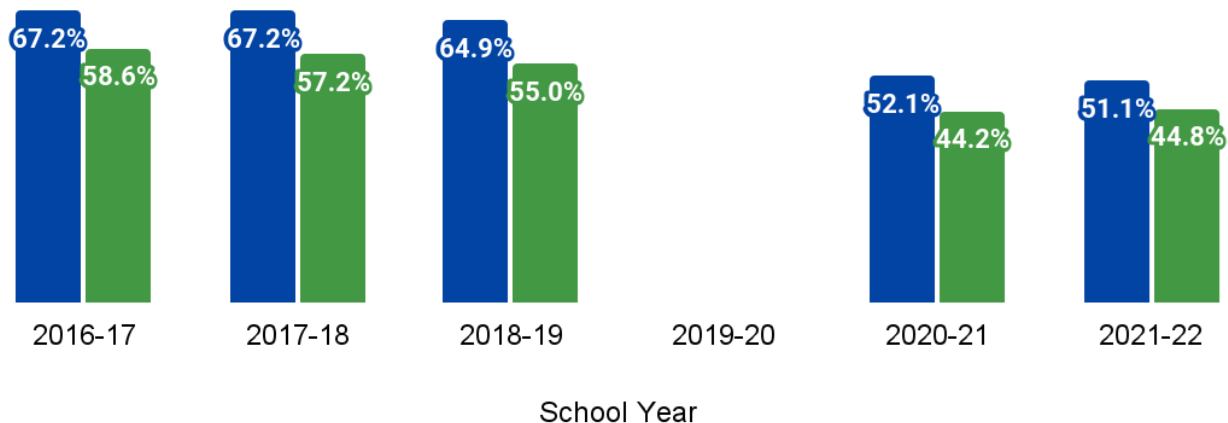
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Comparison of MCA-III Math Proficiency: SoWashCo Schools and MN Statewide

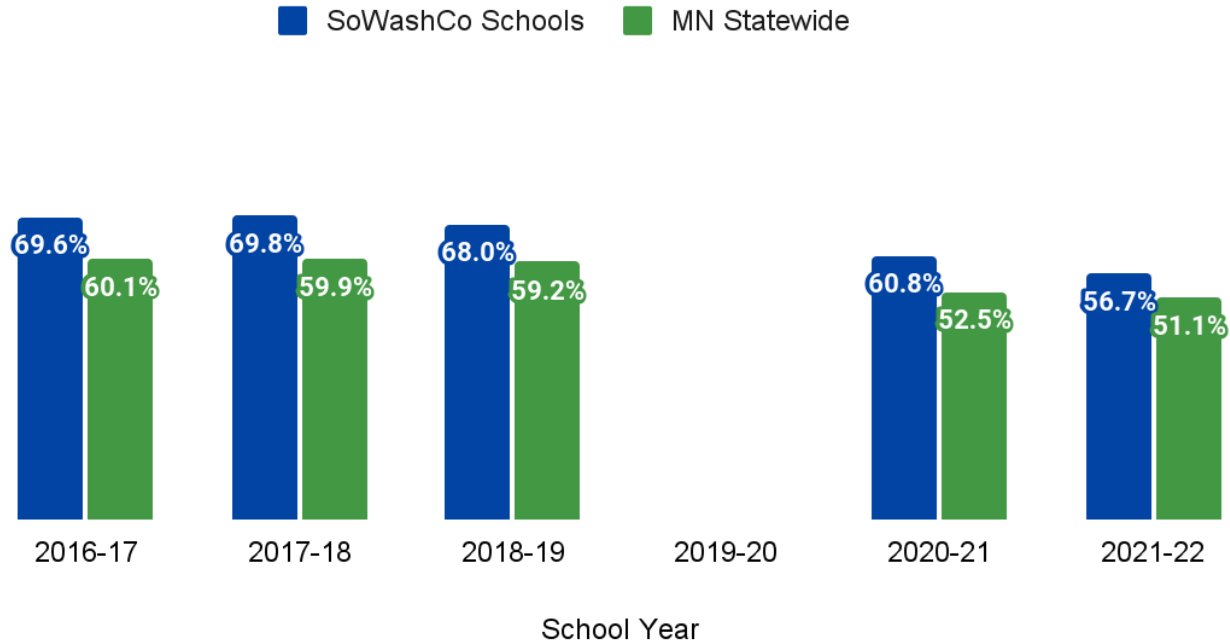
■ SoWashCo Schools ■ MN Statewide



Notes: The MCA-III assessments were not administered in the 2019-20 school year due to the COVID-19 pandemic. MCA-III participation rates were lower than what was typical for SoWashCo Schools in the 2020-21 school year. Data source: [MN Report Card](#), data includes all students tested



Comparison of MCA-III Reading Proficiency: SoWashCo Schools and MN Statewide



Notes: The MCA-III assessments were not administered in the 2019-20 school year due to the COVID-19 pandemic. MCA-III participation rates were lower than what was typical for SoWashCo Schools in the 2020-21 school year. Data source: [MN Report Card](#), data includes all students tested.

Close Achievement Gaps: Strategies and Programming


Math

- *Building Thinking Classrooms* book study this summer with curriculum writing time to shift math practices in the classroom, providing more time for collaboration and discourse around math
- AVID math strategies training
- Number Sense training
- Dreambox training and application for assessment and independent practice

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Close Achievement Gaps and All Students Ready for College and Career: Strategies and Programming

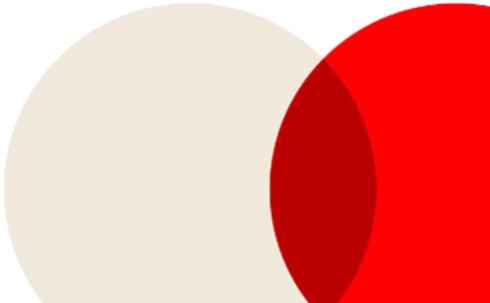
Reading – Secondary districtwide

- Creation of Secondary Literacy Intervention teacher on special assignment (TOSA) position
 - Support for reading intervention at secondary
 - Support for classroom teachers with disciplinary literacy
 - August professional development for social studies teachers in how to incorporate literacy resources into their instruction and student learning
 - Strong partnership with EL Supervisor regarding co-teaching and the teaching of academic language throughout classrooms
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Close Achievement Gaps and All Students Ready for College and Career: Strategies and Programming Continued

Reading - Secondary districtwide

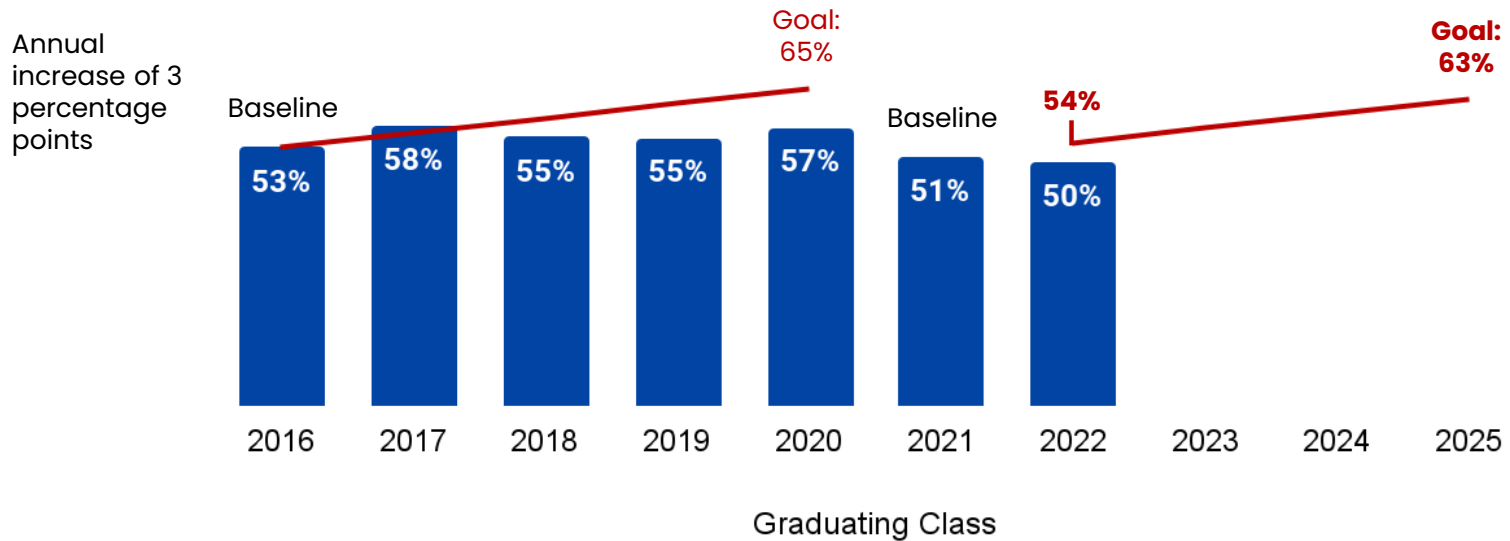
- Summer book study focused on book clubs and building the love of reading (strong readers read often)
 - Standards and Instruction Review Cycle (SIRC: revision of previous curriculum review cycle) with an intentional focus on pedagogy, student learning, and student experiences
 - AVID under the TLS umbrella and a focus on bringing AVID WICOR strategies schoolwide
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All Students Career and College-Ready by Graduation

Percentage of students meeting the ACT reading benchmark of 22

■ Results ■ Goals

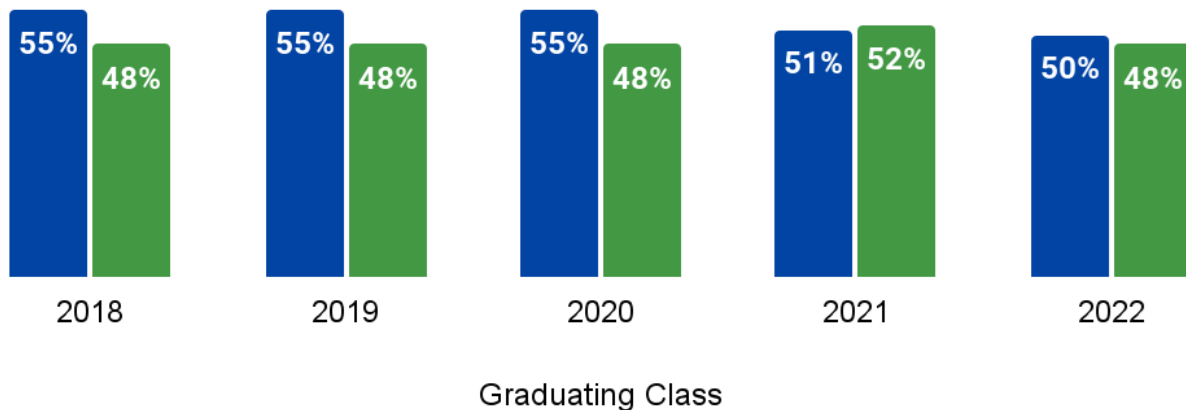


Data source: 2022 ACT Profile Reports for SoWashCo Schools



Comparison of Students meeting ACT Reading Benchmark of 22: SoWashCo Schools and MN Statewide

■ SoWashCo Schools ■ MN Statewide



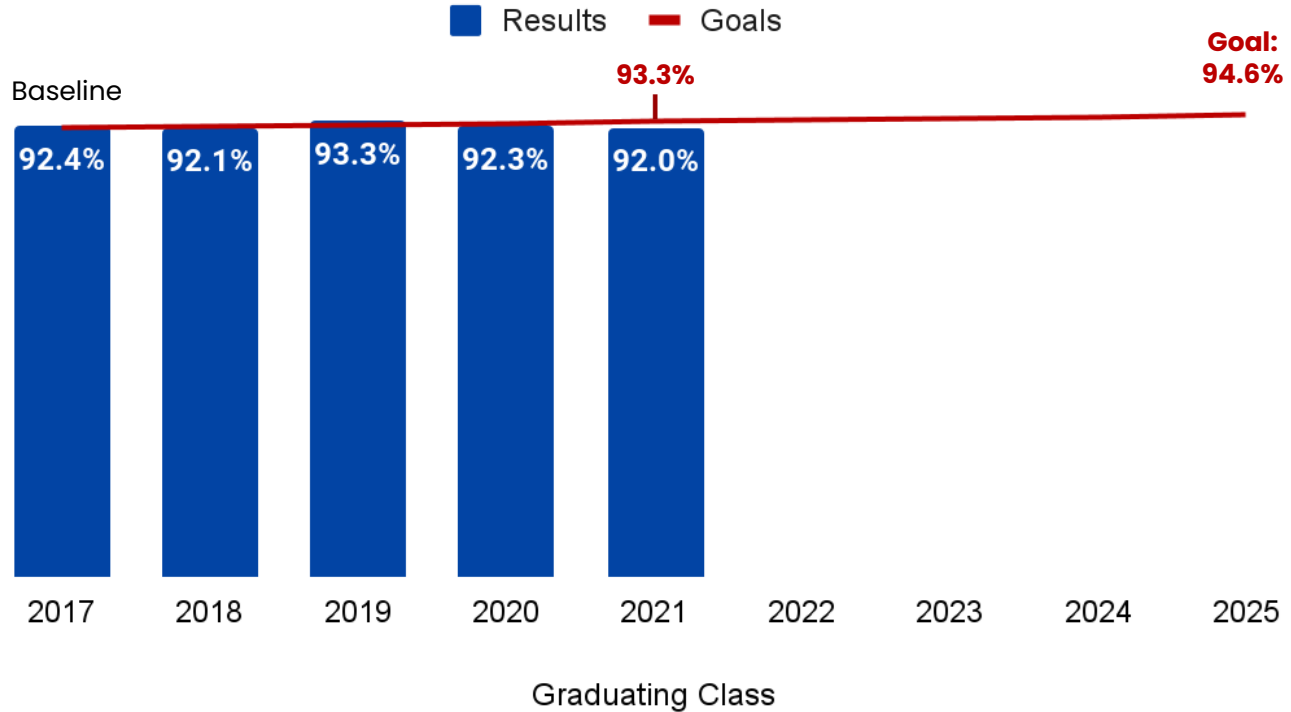
Data source: 2022 ACT Profile Reports for SoWashCo Schools and MN.



All Students Graduate

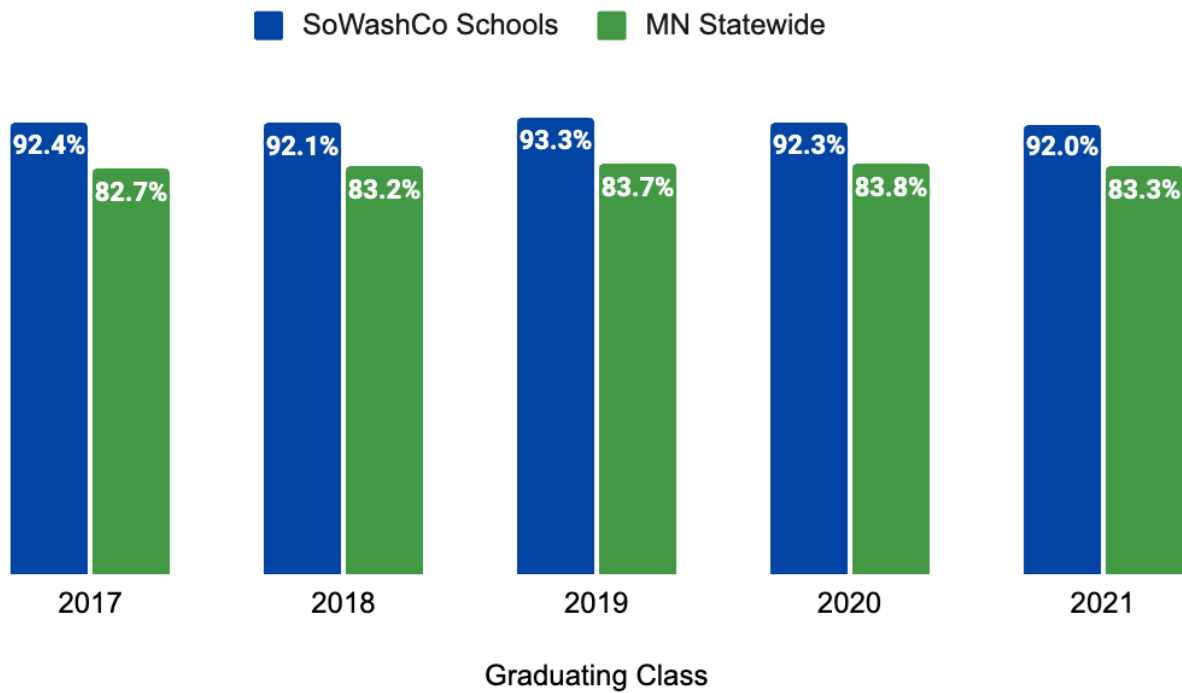
Four-year high school graduation rate

Annual increase of 0.325 percentage points

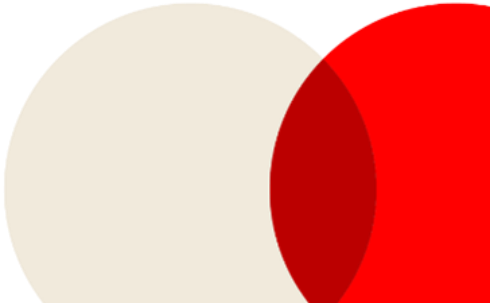




Comparison of Four-year High School Graduation Rates: SoWashCo Schools and MN Statewide



All Students Graduate: Strategies and Programming

- Time during the school day to receive additional support from teachers in order to pass classes
 - Credit recovery options to make up missed credit
 - Retake policy so students can show mastery of re-learned content
 - Focus on standards-based grading practices for January 30 professional development
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- In the bottom right corner, there are two overlapping circles. The one on the left is a light beige color, and the one on the right is a bright red color. They overlap in the center, creating a darker red area.

Next Steps


World's Best Workforce

- Submit [combined WBWF and A&I report](#) to MDE
- Post combined WBWF and A&I report on SoWashCo Schools' [Assessment & Grading website](#)
- Discuss WBWF report at District Data and Assessment Committee meeting in December
- Align goals and measures between SoWashCo Schools' strategic plan and WBWF

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What is Achievement and Integration?

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds in Minnesota public schools.

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What is Achievement and Integration?

In South Washington County Schools, the Department of Diversity, Equity and Inclusion oversees the Achievement and Integration plan and responsibilities. While the terms are not synonymous, the goals and purpose are the same.

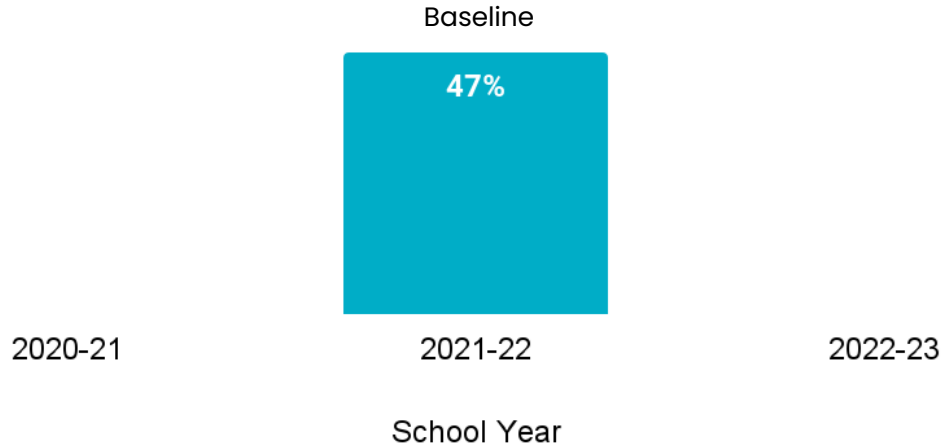
Achievement and Integration: Overview of Goals for 2021-22



Goal Statement	Type of Goal	Status
Students that meet one or more of the school readiness risk factors will have a pre-kindergarten experience prior to enrolling into Kindergarten from 47% to 100% by 2023.	Achievement Goal	Not on track
Increase the percentage of racially diverse students succeeding in AP/IB courses from 12.6% to 16.6% between 2020-23.	Integration Goal	Not on track
Decrease the out-of-school suspension rates of Black or Hispanic/Latino students from 32% in the 2018-19 school year to 16% in the 2022-23 school year.	Achievement Goal	Not on track
Increase the number of effective, qualified diverse teachers from 4.9% to 7.9% by 2023.	Teacher equity	Not on track
100% of employees will participate in at least three professional learning opportunities annually on culturally proficient school systems by 2023.	Integration Goal	Goal met

Increase Early Education Experiences among Kindergarteners

Percentage of Kindergartners meeting risk factors who had an early educational experience



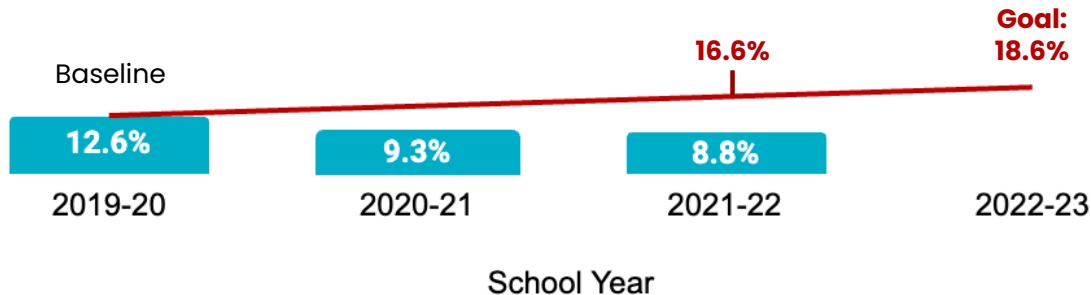
Note: Baseline data was not collected in 2020-21 due to the pandemic. Early educational experiences include Pre-Kindergarten, Early Childhood Family Education, and Early Childhood Special Education. Risk factors included BIPOC race/ethnicity groups, English Learners, students receiving special education services, and student receiving free or reduced-priced lunch.

Increase Enrollment in Advanced Courses among Racially Diverse Students



Percentage of BIPOC Students who took at least one college-in-the-schools (CIS) course

■ Results ■ Goal

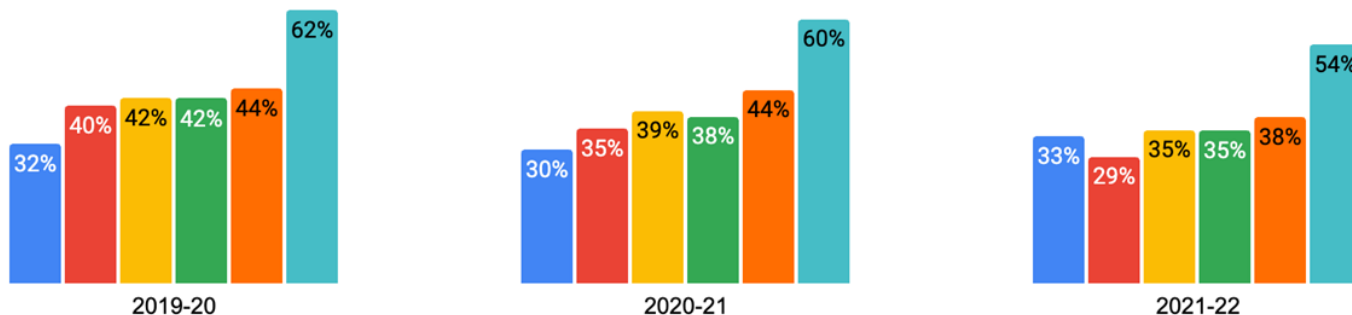


Note: CIS courses are offered in grades 11 and 12. In the 2019-20 and 2020-21 school years, there were six available CIS courses. In the 2021-22 school year, there were five available CIS courses.

Advanced Course-taking Rates by Race/Ethnicity: 2021-22

Percentage of students in grades 9-12 who took at least one advanced course by race/ethnicity

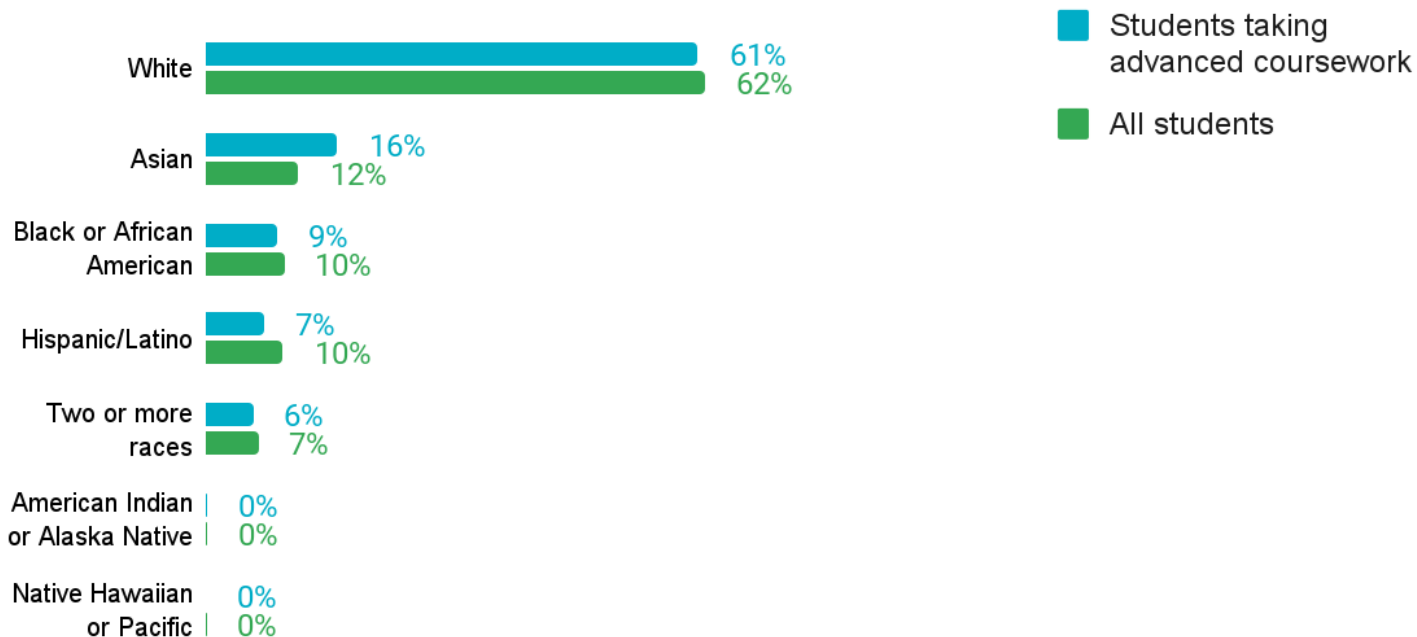
■ American Indian/Alaska Native
 ■ Hispanic/Latino Students
 ■ Black/African American Students
 ■ Two or more races
 ■ White Students
 ■ Asian Students



Note: Advanced courses include Advance Placement, college-in-the-schools, International Baccalaureate, and post-secondary enrollment option courses. Data are not reported for Native Hawaiian/Pacific Islander students due to the small number of students.

Advanced Course-taking in High School: 2021-22

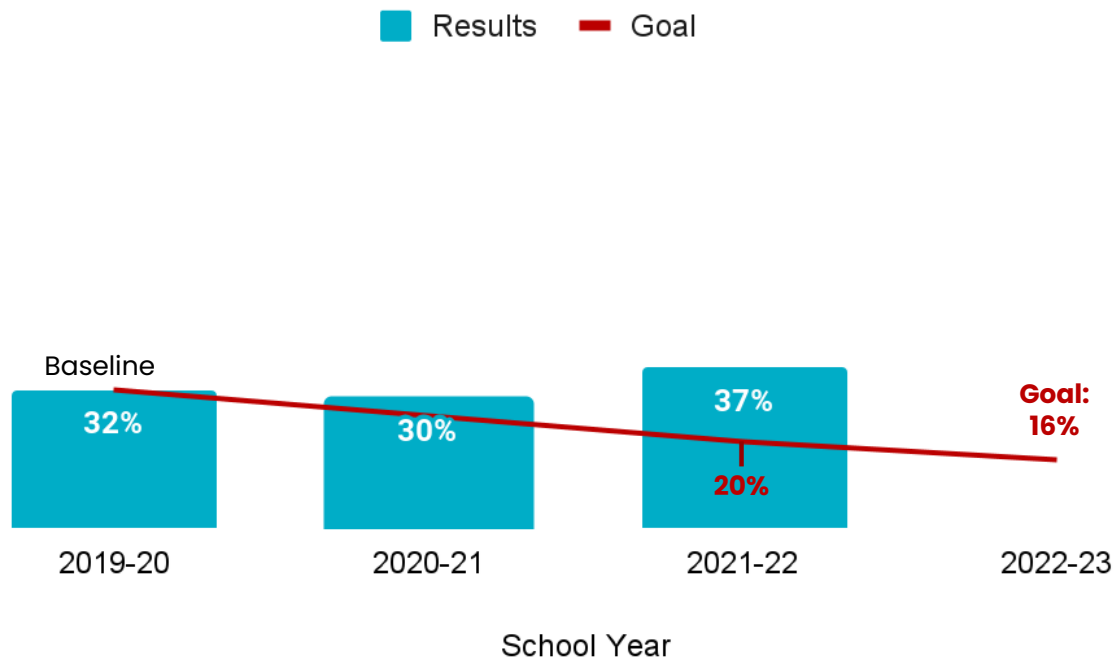
Comparison of race/ethnicity by enrollment in advanced courses



Note: Advanced courses include Advance Placement, college-in-the-schools, International Baccalaureate, and post-secondary enrollment option courses.

Decrease Out-of-school Suspensions for Black or Hispanic/Latino Students

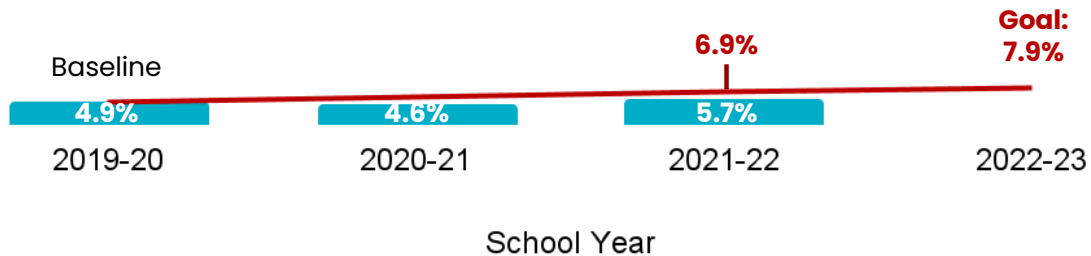
Percentage of students who were suspended at least once and identify as Black or Hispanic/Latino students



Increase Effective and Qualified Diverse Teachers

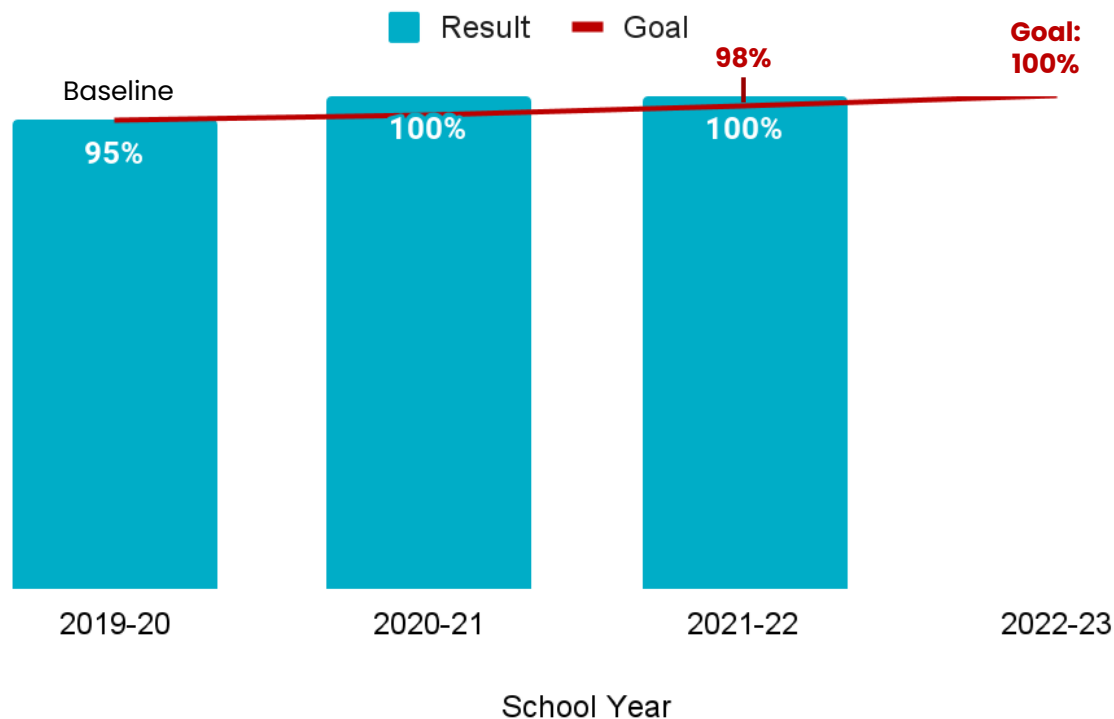
Percentage of licensed teachers identifying as BIPOC

■ Result ■ Goal



All Employees Participate in Professional Learning Opportunities

Percentage of staff members participating in three trainings on culturally proficient school systems



Note: Data for 2020-21 and 2021-22 school years include all licensed staff members. Non-licensed staff members also participated in cultural competence training, except for facilities and office staff in 2021-22.

Next Steps

Achievement and Integration

- Develop a new A&I plan for 2023–24 to 2025–26 with updated, responsive goals
- Align goals and measures between WBWF, SoWashCo Schools' strategic plan, TLS and curriculum initiatives
- Expansion of departmental support to address both student and community needs
- Re-established DEI Parent Advisory Committee

thanks!