



**ALEXANDRIA**  
Public Schools

*Rich tradition. Bright future.*



..... 2021-2022 .....

# ALEXANDRIA PUBLIC SCHOOLS

ISD #206

## World's Best Workforce Report Summary · November 2022

The 2013 Minnesota Legislature passed a law that changed the school district process for reviewing curriculum, instruction and student achievement.

The World's Best Workforce (WBWF) Plan is intended to serve as a foundational document that aligns educational initiatives that serve students Pre-K through high school. The plan replaces the state-mandated "Annual Report on Curriculum, Instruction and Student Achievement."

### *The World's Best Workforce legislation is based on five goals:*

1. All students meet school readiness goals.
2. All students in third grade achieve grade level literacy.
3. Closing the identified academic achievement gap(s).
4. All students attain career and college readiness before graduating from high school.
5. All students graduate from high school.

The Alexandria Public Schools World's Best Workforce Plan, coupled with the District's Operational Plan, provide a solid foundation to accelerate student achievement.

### This document outlines:

- Student Achievement Goals
- Strategies Implemented to Meet Goals
- Goals Progress

## VISION

“Our vision is to be an extraordinary school district that tailors learning for each child, by working together!”

## MISSION

“Our mission is to achieve educational excellence and to inspire a life-long passion for learning.”

### SCHOOL BOARD MEMBERS

Angie Krebs, Chair  
Dave Anderson, Vice Chair  
Dean Anderson, Clerk  
Pam Carlson, Treasurer  
Maureen Eigen, Director  
Sandy Susag, Director  
Alan Zeithamer, Director

### DISTRICT ADMINISTRATION

(320) 762-2141

**Rick Sansted**  
Superintendent  
ext. 4203

**Darcy Josephson**  
Assistant Superintendent of  
Teaching and Learning  
ext. 4205

**Michelle Bethke-Kaliher**  
Director of Student Support Services  
ext. 4297

### Curriculum Advisory Council (CAC)

The CAC provides advice, direction, and support to the school district regarding the design, integration, implementation, and evaluation of curriculum, instruction, and assessment. The CAC membership includes parents, students, teachers, administrators, business, community, and school board representatives to ensure that a wide range of perspectives is represented.

The 2021-22 World's Best Workforce Report Summary is a publication prepared by the District Office of Teaching & Learning and the District Communications office.

Alexandria Public Schools does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations.

### DISTRICT STAFF DEVELOPMENT GOALS 2021-2022

**Goal 1: Provide leadership training for staff.**

- Professional Learning Communities (PLCs) focused on student learning, raising achievement scores, and building a collaborative culture in each building.
- Wrote collaborative Student Learning Goals via PLC teams.
- Provided Building Leadership Teams training.

**Goal 2: Revise and create curriculum that aligns with state standards, that supports the curriculum review process and personalized learning.**

- Implemented elementary resources including decodables and Heggerty.
- Implemented new curriculum cycle.
- Supported academic programming for preK-12.
  - Curriculum alignment
  - UbD unit work
  - Common assessments
  - LETRS training
  - Perpich Arts Center training

**Goal 3: To elevate the consistency and effectiveness of teaching, assessment intervention and learning.**

- Trained staff and applied the tiered support structures currently in place.
- Used data to design learning opportunities appropriate to students' current level of performance.
  - Administered FAST grades K & 1 and STAR grades 2-10 in Reading and Math.
  - Expanded intervention options and training through continued clarification of a Multi-Tiered System of Supports (MTSS). Including the application of research-based, best-practice instructional strategies, interventions, accommodations, and modifications.
  - Updated the MTSS Handbook.

**Goal 4: Provide mentorship and induction programming to probationary teachers, along with support for implementation of strategies and expectations as appropriate to the program.**

- Focused on the Danielson framework for Year One teachers to support the foundation of an effective classroom.
- Addressed the perceived need of new teachers by providing differentiated sessions in the Induction program to support probationary staff in job specific professional development.
- Created community amongst probationary teachers to provide social-emotional support, a network of collegial support and camaraderie with peers for personal and professional well-being and career development.
- Established professional norms for probationary teachers by acclimating them to the expectations of their schools, district and the profession.
- Implemented a multifaceted approach of support to teacher retention.

**Goal 5: Provide training for general licensure and increasing capacity for teaching/applying skills directly related to job requirements.**

- Provided instructional coaches for all staff.
- Provided leadership training for principals via GiANT Worldwide.
- Provided ongoing support for all staff to utilize the GiANT Tools.
- Provided Ukeru training for staff.
- Continued to provide cultural competence training for all staff.
- Continued to provide Catalyst training for staff.
- Continued to provide Thinking Maps training.



## school readiness



FACT **314**

families participated in Early Childhood Family Education classes in 2021-22.

FACT **187**

children participated in preschool programming, helping them to be better prepared for success in school.

Parent Aware  
Rated Program



Highest Possible Rating

The Early Education Center Creating Learners Preschool Program has been given a 4-Star Rating, which is the highest rating awarded through Parent Aware. Four-star programs are excelling in the use of research-based practices that best prepare children for kindergarten.

## All Students Ready for School

### Student Achievement Goals:

- The percentage of students enrolled in APS early education programming will increase phonological awareness skills as identified by the Early Childhood Indicators of Progress (ECIP), L5 Phonological Awareness from 76% in the Spring 2021 to 78% Spring of 2022.
- The percentage of students enrolled in APS early education 3-5 year old programming will increase or maintain developmentally appropriate skills to managing emotions and behaviors as identified by the Early Childhood Indicators of Progress (ECIP), S5 Managing Emotions and Behavior Skills from 76% in the Spring 2021 to 78% Spring of 2022.

### Strategies Implemented to Meet the Goals:

- Provided LETRS training.
- LETRS for Early Childhood Educators was utilized to develop literacy skills including breaking, blending, letter sounds, isolating sounds, rhyming and building compound words.
- Building staff were trained in The Catalyst Approach as well as TCIT training and coaching to support student functioning in the classroom.
- The Early Childhood Environment Rating Scale (ECERS-3) was modified for use in evaluating and improving classroom environments.
- Parenting with Pride online course was offered to parents to support student social-emotional development. Parenting resources regarding literacy, social-emotional needs, and PRIDE skills were provided regularly.

### Goals Progress:

- 99% of students enrolled in APS early education programming maintained or increased phonological awareness skills as identified by the ECIP, L5 phonological awareness. (71.9% of students increased).
- 95.5% of students enrolled in APS early education 3-5 programming increased or maintained developmentally appropriate skills as identified by Early Childhood Indicators of Progress, S5 managing emotions and behavior skills.

# GOAL 2

## third grade literacy



**FACT** 6%

of 3rd grade students were 6 percentage points above the state in reading in percent proficient.

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

### Student Achievement Goal:

- The percentage of all students in grade 3 in Alexandria Public Schools who are proficient on all reading state accountability tests (MCA and MTAS) will increase from 51.6% in Spring 2021 to 55% in Spring 2022.

### Strategies Implemented to Meet the Goal:

- Implemented new elementary literacy coaching model.
- Implemented phonemic awareness resources in Kindergarten and 1st grade.
- Implemented classwide interventions.
- Provided LETRS training for teachers.
- Conducted data retreats for coaches and principals.
- Implemented process for Professional Learning Communities to review data. Used the data to drive instruction in the classroom.
- Implemented decodables in the Kindergarten-2nd grade.
- Implemented reciprocal teaching practices in classrooms.
- Focused on student growth data to meet the needs of all learners.
- Implemented small group interventions in Tier 1 based on students' needs.

### Goal Progress:

- 54.2% of 3rd grade students at APS were proficient on state reading assessments in Spring 2022.

**FACT** 75%

of 1st grade students achieved the year end Spring target for phonemic awareness.

# GOAL 3

## closing achievement gaps



Alexandria Public Schools measures students' progress and analyzes the results - looking closely at the percentages of students proficient on the state accountability tests. These results are used as one of the multiple data points for school and district decision-making.

**FACT** ↑10%

of students who qualified for the free and reduced lunch program were 10 percentage points above the state in math in percent proficient.

**FACT** ↑4%

of students who qualified for the free and reduced lunch program were 4 percentage points above the state in reading in percent proficient.

## All Racial & Economic Achievement Gaps are Closed

### Student Achievement Goal:

- The achievement gap between the students qualifying for special education services and the students who don't qualify for special education services will decrease by at least 1% as measured by the spring 2022 state accountability reading and math assessments.
  - Spring 2021 Results: Reading 40.9% and Math 38%
- The achievement gap between the students qualifying for free/reduced lunch and the students who don't qualify for free/reduced lunch who count for accountability testing will decrease by at least 1% as measured by the spring 2022 state accountability reading and math assessments.
  - Spring 2021 Results: Reading 20.7% and Math 23.7%

### Strategies Implemented to Meet the Goal:

- Refined and implemented Multi-Tiered System of Supports (MTSS) at all levels.
- Continued to provide ongoing support to teachers with the coaching model.
- Implemented the ELEVATE program at the high school level.
- Continued with building levels protocols and procedures for student data teams.
- Continued to provide cultural competence training to all staff.
- Implemented the American Indian Education plan.

### Goal Progress:

- The gap between the special education and non-special education student groups in both reading and math are listed below:
  - Spring 2022 Results: Reading 37.7% and Math 41.4%
- The gap between the free/reduced lunch and non-free reduced lunch student groups in both reading and math are listed below:
  - Spring 2022 Results: Reading 22.5% and Math 26.3%

# GOAL 4

## college & career readiness



**FACT 374**

students enrolled in and earned college credit in a concurrent enrollment class - college-credit bearing courses taught by college-approved high school teachers.

**FACT 23**

AAHS students were named 2022 AP Scholars based on their performance on Advanced Placement (AP) courses.

## All Students are Ready for College and Career

### Student Achievement Goal:

- 85% of the class of 2022 will be college and/or career ready by meeting one of the following measurements:
  - ACT - Composite of 21
  - Accuplacer - Score of 250
  - ASVAB - Score of 31
  - Math MCA - Score of 1150
  - Enrolled and passed a college course
  - Enrolled and passed a CAPS class
  - Participated in Career Mentorship
  - Passed Work Seminar class

### Strategies Implemented to Meet the Goal:

- All students create a portfolio throughout high school which culminated in a senior portfolio presentation to community members and staff.
- Dedicated time provided was within Advisory for students to connect with post-high school plans.
- Partnered with the community to offer career exploration opportunities (9th grade Career Expo and 11th grade Job Shadow).
- Provided sequenced career exploration inventories at each grade level in high school.

### Goal Progress:

- 87% of the students in the Class of 2022 met at least one of the indicators.

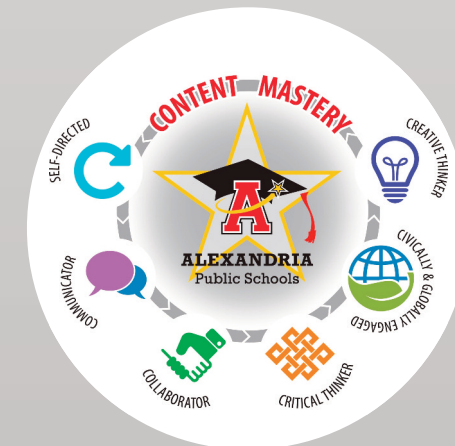
**FACT 126**

students enrolled in and passed a CAPS (Center for Advanced Professional Studies) class. In CAPS classes, students earn high school credit and in some cases college credit at the same time.



# GOAL 5

## graduation rate



## All Students Graduate

### Student Achievement Goal:

- The four-year graduation rate for Alexandria Public Schools students will continue to meet the MDE goal of 90% for all students and increase the graduation rate for the student groups listed below:
  - All Students - 93.54%,
  - Students qualifying for Special Education - 71.11%,
  - Students qualifying for Free/Reduced Lunch - 85% (2020 Graduation Class data)

### Strategies Implemented to Meet the Goal:

- Utilized ParentVUE to provide ongoing communication with parents.
- Ensured purposeful meetings between academy advisors, students and parents to ensure all students were on track for graduation.
- Implemented ELEVATE program for students.
- Streamlined the MTSS system which decreased failure rate of students in classes by 4%.
- Student connections provided an opportunity for student voice.

### Goal Progress:

- The graduation rate for 2022 (2021 graduates) is listed below:
  - All Students - 93%,
  - Students qualifying for Special Education - 65.9%,
  - Students qualifying for Free/Reduced Lunch - 82.3%

**FACT 24**

students at AAHS obtained their CNA (Certified Nurse Assistant) certification through AAHS coursework. Since the beginning of the program in 2015, 192 students have received their CNA certification.

**FACT 86.7%**

of the AAHS Class of 2022 students that responded to a senior exit survey reported they were planning on post-secondary training.



## PORTRAIT of a GRADUATE

*To achieve educational excellence and to inspire a life-long passion for learning.*

### **Creative Thinker**

- Adaptability/Flexibility
- Innovative

### **Civically & Globally Engaged**

- Service-Oriented
- Global Knowledge
- Citizenship

### **Critical Thinker**

- Problem-Solver

### **Communicator**

- Written
- Oral / Public Speaking / Presentation
- Listening
- Digital

### **Self-Directed**

- Social-Emotional Intelligence
  - Perseverance
  - Resilience / Grit
  - Persistent
- Goal-Driven

### **Collaborator**

- Teamwork



1410 South McKay Ave., Suite 201  
Alexandria, MN 56308

Ph 320.762.2141 • Fax 320.762.2765  
[www.alexschools.org](http://www.alexschools.org)