

World's Best Workforce

Achievement & Integration

Annual Report



2022-2023 Report
2023-2024 Plan



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WELCOME

Dear Community Members,

It is with great excitement that we present Albert Lea Area Schools World's Best Workforce Annual Report. We believe that in order to nurture the future leaders, innovators, and compassionate citizens of our society, it is crucial to provide our children with a well-rounded education that goes beyond mere academic achievement. Our commitment to educating the whole child stems from the understanding that a holistic approach to education is essential for their growth and development. We firmly believe that high expectations, coupled with a broad and balanced curriculum, are the cornerstone of preparing our students for success in an ever-evolving world.

In our schools, we embrace the idea that a well-rounded education encompasses not only academic excellence but also the development of social and emotional skills, physical health, and a strong sense of character. By setting high expectations for our students, we challenge them to reach their full potential in every aspect of their lives. This approach equips them with the resilience, adaptability, and critical thinking skills needed to face the challenges of the future. We understand that each child is unique, and our commitment to educating the whole child ensures that we support their individual interests, passions, and talents, fostering a love for lifelong learning. Together, as a community, we can continue to provide a nurturing environment where our children can thrive academically, socially, and emotionally, setting them on a path to success and fulfillment in all their endeavors.

Sincerely,
Ron Wagner
Superintendent

Report Overview

World's Best Workforce was developed to ensure that school districts in Minnesota enhance student achievement through teaching and learning supports. The district establishes goals for each of the following areas:

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

This reports gives stakeholders information about the district's progress towards 22-23 goals, the identification of 23-24 goals, and strategies to work towards meeting the goals.

MISSION, GOALS, VALUES

Our Mission: To ensure individual academic, social and emotional growth that leads to engaged citizens and lifelong learners.

District 241 Goals:

- Ensure high-quality core instruction focusing on tier 1 of Multi-Tiered Systems of Support.
- Strengthen the Professional Learning communities and data cycles.
- Ensure systems are in place to provide a safe environment for students and staff-physically and emotionally.
- Focus on the Social Well-being of students and staff through Social Emotional Learning.
- Buildings achieve level 2 certification in High Reliability Schools: Effective Teaching in Every Classroom.
- Maintain a 12% fund balance.
- Build community across the District while focusing on culture and climate.

Albert Lea Area Schools is currently going through a strategic planning process. The goal of the process is to allow the district to develop an up-to-date operational plan and provide clarity and focus on our work.

District 241 Values:



Respect



Integrity



Compassion



Collaboration



PERFORMANCE MEASURE 1: ALL CHILDREN ARE READY FOR SCHOOL

Albert Lea Area Schools has a multi-faceted approach to support early learners and help them to be prepared for Kindergarten. Programming includes:

- Early childhood screening, multiple times per year
- Early Childhood Family Education
- Early Childhood Special Education
- Pre-K Preschool (ages 3-5)
- Wraparound Care

LOOKING BACK

GOAL FOR SCHOOL YEAR 2022-2023:

In Fall 2022, 41% of Albert Lea Area Schools' Kindergarten students scored at or above low-risk Fall benchmark scores as measured by the FastBridge earlyReading assessment, composite score. In Fall 2023, we will increase the number of students meeting low-risk Fall kindergarten benchmarks by 5 percentage points to 46%.

PROGRESS TOWARD THE GOAL:

FastBridge EarlyReading Composite Score: Kindergarten students scoring at or above the "Low Risk" category	
Fall 2023 Goal	46%
Fall 2023 Actual	45%

STRATEGIES USED:

- Share information with caregivers about Kindergarten readiness.
- Increase participation in Early Childhood Screening.
- Provide teachers job-embedded professional development via an instructional coach as it relates to his/her instructional growth goals.
- Success Coaches will continue to connect with families of young children regarding the Voluntary Pre-Kindergarten program and available transportation.
- Continue to develop and support collaborative teams of early childhood teachers to promote high functioning PLCs.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2023-2024:

In Fall 2023, 45% of Albert Lea Area Schools' Kindergarten students scored at or above low-risk Fall benchmark scores as measured by the FastBridge earlyReading assessment, composite score. In Fall 2024, we will increase the number of students meeting low-risk Fall Kindergarten benchmarks to 48%.

2023-2024 FALL REALITY:

FastBridge EarlyReading Composite Score: Kindergarten students scoring at or above each risk level			
Fall 2023 Actual			Fall 2024 Target
High risk	Some risk	Low risk	Low Risk
17%	38%	45%	48%

ACTION STEPS TOWARD OUR GOAL:

- Share information with caregivers about Kindergarten readiness and literacy.
- Increase access to high-quality preschool and childcare.
- Train Early Childhood staff on effective literacy practices as outlined in MN READ Act.
- ECFE will utilize a literacy series class for children ages 3-5 to support early literacy learning.
- Support teachers as they continually enhance their pedagogical skills through reflection and professional growth plans.



PERFORMANCE MEASURE 2: ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

The District [Literacy Plan](#) can be found on the [District Website](#), Academics and Accountability Department. Albert Lea Area School District has a multi-year plan to implement professional development as outlined in The Minnesota Reading to Ensure Academic Development (READ) Act. The District is committed to evidenced-based best practices to ensure students can read at all grade levels.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2022-2023:

The percentage of all students in Grade 3 at Albert Lea Area Schools who are proficient on the MCA-III state reading assessment will increase from 42.4% in 2022 to 47.4% in 2023.

PROGRESS TOWARD THE GOAL:

MCA-III Reading Assessment Grade 3 students at Proficient level: Meet or Exceed	
2023 Goal	47.4%
2023 Actual	35.4%

STRATEGIES USED:

- Support teachers as they continually enhance their pedagogical skills through reflection and professional growth plans.
- Identify, promote, and monitor predominant instructional practices utilized by teachers at various grade levels.
- Provide teachers with job-embedded professional development via an instructional coach as it relates to his/her instructional growth goals.
- Provide opportunities for teachers to observe and discuss effective teaching.
- Resource Specialists ensure/oversee the use of FastBridge assessments, interventions, and progress monitoring capabilities. Conduct ongoing data review cycles to target individual student needs and ensure growth.
- Increased focus on writing instruction and daily student writing activities in the classroom.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2023-2024:

In Spring 2023, 36% of Albert Lea Area Schools' third-grade students scored at or above low-risk spring benchmark scores as measured by the FastBridge aReading assessment. In Spring 2024, we will increase the number of students meeting at or above low-risk third-grade benchmarks to 39%.

2023-2024 FALL REALITY:

FastBridge aReading Composite Score: Grade 3			
High risk	Some risk	Low risk	College pathway
31%	33%	21%	15%
Spring 2023 Actual		36%	
Spring 2024 Target		39%	

ACTION STEPS TOWARD OUR GOAL:

- Continue to develop and support collaborative teams of teachers to promote high functioning collaborative teams.
- Support teachers as they continually enhance their pedagogical skills through reflection and professional growth plans by using the Marzano Instructional Model.
- Provide teachers with job-embedded professional development via an instructional coach as it relates to their instructional growth goals.
- Provide opportunities for teachers to observe and discuss effective teaching through Instructional Rounds.
- Resource Specialists ensure/oversee the use of FastBridge assessments, interventions, and progress monitoring capabilities. Conduct ongoing data review cycles to target individual student needs and ensure growth through the MTSS process.
- Curriculum Review and Adoption Process in conjunction with MDE Evidence-Based Resources.
- Instructional Coaches and Principals participating in Minnesota Tier 1 Learning Acceleration Cohort professional learning.



PERFORMANCE MEASURE 3: ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

Albert Lea Area Schools is committed to providing high-quality instruction and support to promote academic achievement and the social-emotional well-being of all students. To reach this goal, a Multi-Tiered System of Support (MTSS) framework is used to maximize the success of all students. MTSS includes high-quality, evidence-based instruction, academic and social-emotional screening, multiple tiers of academic and behavioral supports, evidenced-based interventions, and ongoing progress monitoring of student growth and performance.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2022-2023:

Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on MCA-III assessments for all racial/ethnic groups by 5 percentage points by May 2023.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2023-2024:

Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on MCA-III assessments for all racial/ethnic and economic groups by 3 percentage points by May 2024.

PROGRESS TOWARD THE GOAL AND 2023-2024 FALL REALITY

Difference in MCA Proficiency Rates with Comparison Group* Numbers listed are % difference for grades 3-7								
	Math				Reading			
	2022 Actual	2023 Target	2023 Actual	2024 Target	2022 Actual	2023 Target	2023 Actual	2024 Target
Hispanic/Latinx	23.7	18.7	23.9	20.9	22.8	17.8	23.0	20.0
Asian	22.5	17.5	22.1	19.1	14.7	9.7	16.9	13.9
Black/African American	12.4	7.4	21.6	18.6	19.2	14.2	22.3	19.3
Two or More Races	10.6	5.6	13.3	10.3	7.0	2.0	Subgroup higher than comparison group	0.0
FRP	Goal not set previously		18.7	15.7	Goal not set previously		16.8	13.8

*RACIAL/ETHNIC SUBGROUPS LISTED ARE COMPARED WITH THE PERFORMANCE OF WHITE STUDENTS TO DETERMINE THE GAP DATA REPORTED. THE GOAL IS TO REDUCE THE GAP, SO THE TARGET NUMBERS ARE SMALLER THAN THE 2023 ACTUAL NUMBERS.

STRATEGIES USED:

- Continue to incorporate the High Reliability Schools framework. This year each building will identify leading and lagging indicators within Level 2: Effective Teaching in Every Classroom.
- Teachers will be provided with clear, ongoing evaluations that are based on multiple sources of data and are consistent with student achievement data.
- Provide job-embedded professional development and opportunities for peer observations to support teachers as they implement effective instructional strategies.
- Continue to work on the district equity plan.
- Professional Development opportunities: Cultural Competency training, trauma sensitive schools, Responsive Classroom strategies, and Top 20 strategies to address social-emotional needs of our students.

ACTION STEPS TOWARD OUR GOAL:

- REACH program for students in grades 9-11 serves to increase engagement and success in school.
- EL teachers Co-Teaching in core classes to meet the needs of multilingual learners.
- District Success Coaches support students and families to increase communication for the benefit of student learning.
- Increase professional development opportunities for staff on topics of culture, diversity and equity. Utilize collaborative teams and the Marzano Instructional Model.
- Provide opportunities for teachers to observe and discuss effective teaching through Instructional Rounds.
- Conduct ongoing data review cycles to target individual student needs and ensure growth through the MTSS process.



PERFORMANCE MEASURE 4: ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

Albert Lea High School strives to prepare students for post-secondary experiences. This preparation includes supporting all students, whether their future plan is to enter a career field or attend college. The school has a robust program of Advanced Placement and College in the Schools courses. In addition, students may be placed in internships and, apprenticeships, explore careers, and complete certifications required for career fields. Students at Albert Lea High School may take the ACT, Accuplacer and ASVAB tests during the school day.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2022-2023:

Albert Lea Area Schools will increase the percentage of students who score a Composite score of 23 on the ACT from 33% in 2022 to 40% by May 2023.

PROGRESS TOWARD THE GOAL:

Percent of Albert Lea students (who tested) achieving an ACT composite score of 23 and above	
Spring 2022 Actual	33%
Spring 2023 Goal	40%
Spring 2023 Actual	26%

STRATEGIES USED:

- Utilize Naviance with 8th-12th grade students to support them in making high school course choices, compile an Interest Profile, build a resume, compile a list of potential colleges/employment opportunities and apply for scholarships.
- Share Naviance information with families at conferences or via a mailing/email regarding their student.
- Offer students the opportunity to take the ACT, ACCUPLACER, or ASVAB during the school day in April.
- Expanded Youth Apprenticeship program to include construction careers (construction/electrical/plumbing).
- Offering students the opportunity to complete OSHA and ServeSafe tests to earn certifications.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2023-2024:

Albert Lea Area Schools will increase the percentage of students who score a Composite score of 23 on the ACT from 26% to 35% by May of 2024.

2023-2024 FALL REALITY:

Percent of Albert Lea students (who tested) achieving an ACT composite score of 23 and above	
Spring 2023 Actual	26%
Spring 2024 Goal	35%

ACTION STEPS TOWARD OUR GOAL:

- Recommit to utilizing Naviance with 8th-12th grade students to support course choices, compile an Interest Profile, build a resume, compile a list of potential colleges/employment opportunities and apply for scholarships.
- Share Naviance information with families at conferences or via a mailing/email.
- Course opportunities:
 - OnToCollege for 11th grade students aimed at enhancing ACT preparedness.
 - First Year Experience, to 11th grade students to introduce strategies to help students achieve greater success in college and in life.
 - Expanded Youth Apprenticeship program to include construction careers.
 - Mentorship course offered in semester 2 to seniors, pairing seniors with career mentors.
- Focus on high quality Tier I Instruction - focus on standards, align assessments.



PERFORMANCE MEASURE 5: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Supporting high school students toward graduation is a crucial goal for school communities. High school students not only need academic support but also social and emotional guidance. ALAS will offer comprehensive programs that address the well-being of students, fostering a positive and inclusive school culture. Encouraging students to develop resilience, self-regulation, and effective study skills can help them succeed academically and cope with the challenges they may encounter during their high school journey. Additionally, Identifying students at risk of dropping out early and implementing targeted interventions is crucial for increasing graduation rates.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2022-2023:

The overall four-year graduation rate will increase from 71.8% in 2021 to 85% with no individual racial/ethnic group below 85% by 2022.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2023-2024:

The overall four-year graduation rate will increase from 78.1% in 2022 to 85% with no individual racial/ethnic group below 85% by 2023.

PROGRESS TOWARD THE GOAL AND 2022 SPRING REALITY

Percent of Albert Lea students graduating in 4 years					
	2019	2020	2021	2022	Change from 2021 to 2022
All students	75.4	80.9	71.8	78.1	+ 6.3
Asian	71.4	80.0	90.0	85.8	- 4.2
Hispanic/Latinx	70.5	76.3	59.7	71.8	+ 12.1
White	79.1	84.6	74.6	81.2	+ 6.6

DATA SHOWN FOR COHORT GROUPS WITH N ≥ 20.

GRADUATION RATE IS REPORTED IN MARCH FOR THE PREVIOUS YEAR. THEREFORE, MOST RECENT DATA IS FROM 2022.

STRATEGIES USED:

- High school counselors utilize Naviance with students in grade 8-11 to show them how class choices and grades impact their post secondary decisions. Students in grade 12 have presentations on graduation, post-secondary choices, and how to apply for scholarships.
- The Advisory (FLEX) class has been added to build connections between students and staff and provide support for college and career-readiness planning.
- Special Education case managers are working with school counselors, students, and families to ensure students are on track to graduate.
- Complete multilingual learners learning plans and support collaboration with classroom teachers to ensure we're meeting the needs of our multilingual students. Support students as they work to graduate in 4 years.
- Provide professional development focused on developing and maintaining effective teaching in every classroom (HRS Level 2).

ACTION STEPS TOWARD OUR GOAL:

- Guided Study Halls during the school day to support credit recovery opportunities - equity response for transportation and workforce.
- The Advisory (FLEX) class continues to be a focus in order to build connections between students and staff and provide support for college and career-readiness planning.
- Special Education case managers are working with school counselors, students, and families to ensure course of study plans are updated and students are on track to graduate.
- Complete multilingual learners learning plans and support collaboration with classroom teachers to ensure we're meeting the needs of our multilingual students. Support students as they work to graduate in 4 years.
- Provide professional development focused on developing and maintaining effective teaching in every classroom (HRS Level 2). Focus on high-quality Tier 1 instruction.
- REACH program for students in grades 9-11 to increase engagement and success in school.



ACHIEVEMENT AND INTEGRATION PLAN

The purpose of the Achievement and Integration for Minnesota program is to:

- pursue racial and economic integration
- increase student achievement
- create equitable educational opportunities
- reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

 [Link to Minnesota Department of Education, A&I Program](#)

LOOKING BACK: 2020-2023

GOAL 1

The proficiency gap between the FRP and Non-FRP eligible Albert Lea Area Schools' students enrolled the full academic year in grades 3-7 according to the state Reading accountability tests (MCA, MTAS) will decrease from 27.7% in 2019 to 18.7% in 2023.

Aligns with WBWF area:

Performance Measure 3: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Summary: Did not meet goal, but made progress on reducing the proficiency gap.

GOAL 2

Albert Lea Area students' access to effective educators trained in culturally responsive leadership will remain steady, due to training 100% of newly hired teachers annually.

Aligns with WBWF area:

Performance Measure 5: All students graduate from high school.

Goal type: Teacher Equity

Summary: Goal was met.

GOAL 3

The number of non-white students enrolling in early college courses will increase from 8% in 2019 to 9.5% in 2023.

Aligns with WBWF area: Performance Measure 4: All students are ready for career and college.

Goal type: Integration

Summary: Goal was met.

LOOKING AHEAD: 2023-2026

GOAL 1

The number of students of color enrolling in early college courses (CIS/AP) will increase from 26% (33 students out of 125) in 2023 to 28% of the total cohort in 2026.

Aligns with WBWF area:

Performance Measure 4: All students are ready for career and college.

Goal type: Increasing racial and economic integration.

GOAL 2

Albert Lea Area Schools will reduce the achievement gap between students of color and white students for proficiency on the MCA-III Reading assessments from the Spring 2022 baseline gap of 16.1 percentage points to a target goal of 10 percentage points in 2026.

Aligns with WBWF area:

Performance Measure 3: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

GOAL 3

Albert Lea Area Schools will increase professional development opportunities related to cultural competency from 1 event in SY 22-23 to 6 events in SY 25-26. These professional development opportunities will increase the understanding of factors that contribute to achievement gaps and will incorporate strategies that are designed to close those achievement gaps.

Aligns with WBWF area: Performance Measure 3: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

District Curriculum Committee

The District Curriculum Committee is an advisory committee to provide stakeholders with the opportunity to participate in:

- Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards.
- Identifying annual instruction and curriculum improvement goals for recommendation to the School Board.
- Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals.

The District Curriculum Committee includes representatives from the community, parents, instructional staff, administration, and the School Board. Additional information is outlined in Board Policy 616.

The District Curriculum Committee reviews the World's Best Workforce Plan prior to it going to the School Board for additional review.

American Indian Parent Advisory Committee

The AIPAC is required for districts that have 10 or more American Indian students enrolled. This committee serves in an advisory role and helps ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.



BECOME INVOLVED!



To find out more information about how to serve on one of District 241's Advisory Committees, contact the District Office at 507-379-4804 or email norma.guerra.ortiz@alschools.org