



2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: South Washington County Schools

Grades Served: PreK-12

WBWF Contact: Julie Nielson

A&I Contact: James Magee

Title: Superintendent

Title: Director of Diversity, Equity and Inclusion

Phone: 651-425-6201

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

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

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

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

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: <https://www.sowashco.org/academics/assessments-grading>

Provide the direct website link to the A&I materials:

https://resources.finalseite.net/images/v1635526939/sowashcok12mnus/goye2ikxylkclz3yqvf/REFORMAT_FY20-23AchievementandIntegrationPlanISD833.pdf

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: December 14, 2023

Goals and Results

All Students Ready for School

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>We will increase the percentage of 3-year-old early childhood screenings from 38.1% in 2022-23 to 40.1% in 2023-24.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>There are no results to report because this is the baseline year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>We will increase the percentage of Kindergarten students who are reading at grade level by the end of the school year on the IRLA from 63.8% to 80.0% by 2024-25. The goal for 2023-24 is 71.8%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>There are no results to report because this is the baseline year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>We will increase the percentage of all students meeting or exceeding state proficiency targets in third grade reading from 64.6% in the Spring of 2017 to 90% in the Spring of 2025, a total annual increase of 3.2%, with all student groups above 85% in the Spring of 2025. The goal for all students in 2022-23 was 83.6%. The 2022-23 goals by student groups are:</p> <p>Hispanic/Latino: 75.5% Asian: 80.8% Black or African American: 74.0% White: 81.0% Two or more races: 79.8% English Learner: 75.0% Special Education: 74.0% Free or reduced-priced meals: 75.5%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>SoWashCo Schools had a third grade reading proficiency rate of 50.3% in the 2022-23 school year. Reading proficiency rates by student groups are as follows:</p> <p>Hispanic/Latino: 41.8% Asian: 43.4% Black or African American: 46.5% White: 53.8% Two or more races: 56.3% English Learner: 23.1% Special Education: 34.0% Free or reduced-priced meals: 32.1%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Mathematics: We will increase the percentage of all students meeting or exceeding state proficiency targets on state accountability measures in mathematics from 67.2% in the Spring of 2017 to 90% in the Spring of 2025, a total increase of 22.7% and an annual increase of 2.8%, with each student group above 85% in the Spring of 2025. The 2022-23 goals by student groups are:</p> <p>Hispanic/Latino: 76.1% Asian: 82.6% Black or African American: 76.3% White: 81.4% Two or more races: 78.9% English Learner: 73.6% Special Education: 71.0% Free or reduced-priced meals: 74.9%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>SoWashCo Schools’ math proficiency rate is 53.0% in the 2022-23 school year. Math proficiency rates by student groups are as follows:</p> <p>Hispanic/Latino: 35.3% Asian: 52.4% Black or African American: 36.0% White: 59.3% Two or more races: 44.9% English Learner: 19.1% Special Education: 27.2% Free or reduced-priced meals: 30.5%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Reading: We will increase the percentage of all students meeting or exceeding state proficiency targets on state accountability measures in reading from 69.7% in the Spring of 2017 to 90% in the Spring of 2025, a total increase of 20.3% and an annual increase of 2.5%, with each student group above 85% in the Spring of 2025. The 2022-23 goals by student groups are:</p> <p>Hispanic/Latino: 76.9% Asian: 82.0% Black or African American: 76.9%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>SoWashCo Schools’ reading proficiency rate is 55.2% in the 2022-23 school year. Reading proficiency rates by student groups are as follows:</p> <p>Hispanic/Latino: 41.9% Asian: 52.6% Black or African American: 44.9% White: 59.8% Two or more races: 52.7% English Learner: 15.4% Special Education: 26.0% Free or reduced-priced meals: 36.7%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
White: 82.2% Two or more races: 79.7% English Learner: 71.4% Special Education: 71.2% Free or reduced-priced meals: 76.3%		

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. We will increase the percentage of students in SoWashCo who meet the ACT Reading College Ready Benchmark of 22 from 51% for the Class of 2021 to 63% for the Class of 2025, an annual increase of 3%. The goal for 2022-23 SY was 57%.	Provide the result for the 2022–23 SY that directly ties back to the established goal. The percentage of students in the Class of 2023 who met the ACT Reading College Ready Benchmark of 22 was 48%.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. We will increase the percentage of all students graduating from high school within four years of starting from 92.4% for the Class of 2017 to 95% for the Class of 2025, a total increase of 2.6% and an annual increase of .325%, with all student groups at or above 95% for the Class of 2025. For the Class of 2022, the goal was 93.6%.	Provide the result for the 2022–23 SY that directly ties back to the established goal. The most recent high school graduation data available is for the class of 2022, in which there was a four-year graduation rate of 91.0%.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2022–23 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2022–23 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2022–23 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2022–23 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: South Washington County Schools

A and I Contact: James Magee

Title: Director of Diversity, Equity and Inclusion

Phone: 651-425-6273

Email: jmagee@sowashco.org

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Students that meet one or more of the school readiness risk factors will have a prekindergarten experience prior to enrolling into kindergarten from 47% to 100% by 2023. We planned to collect baseline data in the Fall of 2020, but did not due to the COVID-19 pandemic. We are using 2021-22 as the baseline year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Among Kindergarteners in fall of 2021 who met risk factors, 47% of students had an early education experience with SoWashCo Schools.</p>	<p>Provide the result for the 2022–23 school year that directly ties back to the established goal.</p> <p>In 2022-23, 61% of Kindergarten students who met risk factors had an early education experience with SoWashCo Schools.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

The strategy for this goal was primarily centered on the Pre-Kindergarten Jumpstart program which we tried to implement at Crestview Elementary School. Tangential strategies include partnership between DEI staff and Early Childhood staff to improve direct communication and support for families that meet some of the named risk-factors as identified by the state.

Implementation of this goal will be improved, specifically post-pandemic. Our shifting learning models over the past three years made initial implementation and baseline data gathering difficult. While this is not a goal that is named in our new A&I plan, many of the strategies will continue - our community outreach events, supporting partnerships between schools and community education, and collaboration with Teaching and Learning, DEI, and Early childhood are examples of practices that will continue to support our youngest learners.

We know that, while we made progress in two years, we want to see increased participation and opportunities for students meeting any of the risk factors as they begin their K-12 careers.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Increase the percentage of racially diverse students enrolled in concurrent college-in-the-schools (CIS) classes from 12.6% to 16.6% between 2020-23.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>The baseline measure is 12.6%.</p>	<p>Provide the result for the 2022–23 school year that directly ties back to the established goal.</p> <p>Among racially diverse students in grades 11 and 12, 8.4% of students were enrolled in at least one college-in-the-schools course.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <p>The data used to monitor this goal was narrowly focused on enrollment in College in the Schools (CIS) courses. While there are some logistical reasons for why we may have seen a drop in enrollment, including less CIS courses being offered in 22-23, we believe it is more representative to analyze the racial breakdown of enrollment in all advanced courses, including CIS, Advanced Placement, International Baccalaureate, and post-secondary enrollment options. When we look at these data points, we see that enrollment across all racial groups declined over four years. Regarding representation, the percentage of students enrolled in advanced academics by racial groups was generally representative of the total student population.</p> <p>It is important to note that these courses are self-select rather than by invitation. Moving forward, we will work closely with school counselors and teachers of advanced academics, as well as school administrators, to ensure effective communication of opportunities for these important courses.</p> <p>Components of this goal are present in the 23-26 A&I plan as key indicators of progress.</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Decrease the out-of-school suspension rates of Black or Hispanic or Latino/a students from 32% in the 2019-20 school year to 16% in the 2022-23 school year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>The baseline out-of-school suspension rate of Black or Hispanic/Latino students was 32% in the 2019-20 SY.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Among students who were suspended at least once in the 2021-22 SY, 36% of them identified as Black or Hispanic/Latino.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

Of all students who received at least one out-of-school suspension in 22-23, 36% identified as black or hispanic. This is an over representation when compared to the racial demographics of our student population. Strategies that were in place included additional staff to address student needs, social-emotional learning training options for staff, required culturally and linguistically responsive training for staff, and a reorganizing of how cultural liaisons are assigned to buildings. Despite these efforts, we do not feel satisfied with the suspension rates of our students, and suspension are a key indicator that we will continue to address in the 23-26 A&I plan.

In the 23-26 A&I plan, we are looking closely at behaviors. Both behaviors of students that need to be addressed, as well as staff behaviors, analyzing the use of suspensions as a remediation tool. Do we believe it is having the intended impact? Are there adult strategies that can be taught and supported that will lead to a decrease in behaviors warranting suspension. Do our students feel supported and safe? Do they feel they are included in the learning experience? As our state and district continue to pursue Non-exclusionary discipline models, we will continue to monitor, train, and respond to the types of behaviors that lead to student suspensions.

We have no intention of deflating our suspension numbers artificially - we truly want to decrease the number of behaviors that lead to suspension to create safer learning environments for all students. Potential evidence of this progress will be our actual suspension rates, as well as anecdotal and experiential data from our students.

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Increase the number of effective, qualified diverse teachers from 4.9% to 7.9 percent by 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>The baseline measure is 4.9%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2022-23, 5.0% of licensed teachers identified as BIPOC.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

The percentage of licensed teachers in SoWashCo remained relatively stable over three years. The actual number of teachers of color in the school district also remained relatively stable. As of October 1st, we had 68 licensed teachers of color in our schools. Despite the percentages, this actual number has stayed relatively stable over the last four years, suggesting high retention of our teachers of color, though that data point was not specifically articulated and measured in the last plan. Retention of teachers of color is named as a key indicator of progress in the 23-26 plan. The strategies to support this goal included collaboration between DEI and HR staff to determine effective recruitment and retention strategies, college campus visits, participation at job fairs, and advertisement of open positions at districtwide events for families and the community. While we are happy for the increased intentionality and collaboration, we believe more work is required to support reaching this goal in the 23-26 A&I plan.

To support retention of high quality teachers, this year our district has started a retention initiative meant to create affirming and refreshing time and space for teachers of color and white staff seeking to advance racial equity among staff. This initiative also includes training district employees, such as cultural liaisons, to be a form of mentor for teachers of color to retain high quality teachers.

Continuing this year, the DEI department is collaborating with the human resources department to analyze and determine effective recruitment strategies in service of increasing the racial, ethnic, cultural diversity of our workforce. This includes analyzing where and how we communicate positions, ensuring equity in the screening, interviewing, and hiring process, and continuing to improve our high-quality onboarding process for all employees.

Achievement and Integration Goal 5

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>100% of all employees will participate in at least three professional learning opportunities annually on culturally proficient school systems by 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>The baseline measure is 100%.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2022-23, cultural competence training was completed by 100% of licensed staff.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

SoWashCo was able to meet this goal all three years of our A&I plan through a combination of mandatory, standalone trainings regarding cultural competency, as well as the integration of highly effective strategies and expectations in other types of staff development. We created content that could be accessed on-demand, yearlong book/topic studies, and short-term trainings meant to address current events in culturally responsive ways. Implementation of this strategy was strong, but we must now go beyond offering and compliance of staff development opportunities. While we still prioritize this type of training in the 23-26 A&I plan, our key indicators will be much more focused on impact in the classroom, both for students’ academic growth as well as their social and emotional growth and wellbeing.

Ways we were able to gauge impact included analyzing direct training of specific programs. For instance, in year 1 of training leaders on our district’s response to racial harm events, we were able to quantify how often incidents like this occur, a data point we previously had not collected districtwide. We will now be able to use this as a baseline to determine if our training and expectations are making an impact on the racial wellbeing of students.

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

Integration

Narrative is required. 200-word limit.

Utilizing a shared on-line classroom, South Washington County, Rosemount-Apple Valley-Eagan, and Stillwater school district students had the opportunity to receive an AVID fine art credit in the summer. The collaborative class utilizes culturally responsive teaching as an instructional model, and has had a positive impact on students.