



2022-23

World's Best Workforce and Achievement and Integration

Mao Thao Jacobson, Ph.D.

Director of Program Evaluation, Research
and Assessment

Joyce Beaird, M.Ed.

Early Childhood Family Services Supervisor

Arthur Williams

Director of Teaching and Learning – Elementary

Tia Clasen, Ed.D.

Director of Teaching and Learning – Secondary

James Magee

Director of Diversity, Equity and Inclusion

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What is World's Best Workforce (WBWF)?

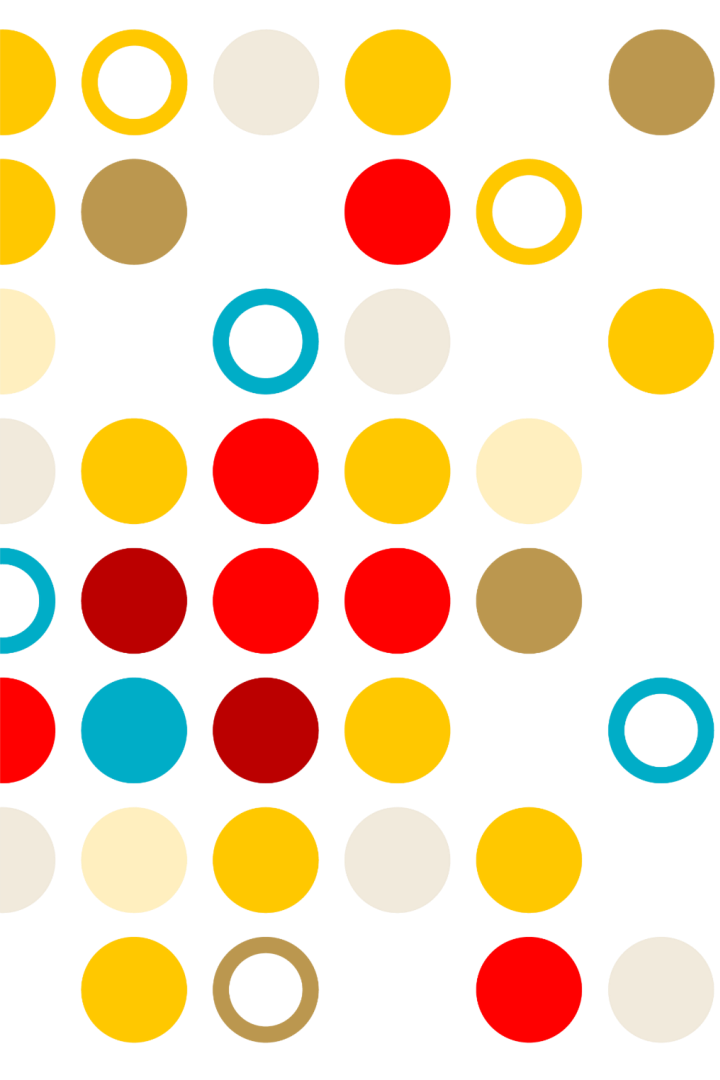
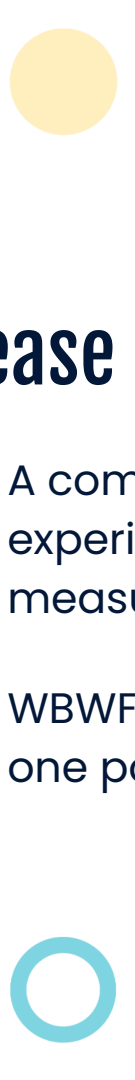
Minnesota statute ([Section 120B.11](#)) requires every school district to develop goals in five prescribed areas and report on those goals annually.

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

WBWF Measures and SoWashCo Strategic Directions


	3-year-old Early Childhood Screenings	Kindergarten students reading at grade level by the end of the school year on IRLA	Third grade students proficient in reading on the MCA-III	Students proficient in math and reading on the MCA-III	Students meeting the ACT Reading Benchmark	4-year High School Graduation
Student Experience	✓	✓			✓	✓
Mastery of Learning & Expectations		✓	✓	✓	✓	✓
Student Pathways & Supports	✓				✓	✓
Engagement & Partnerships	✓					

Please keep in mind that:

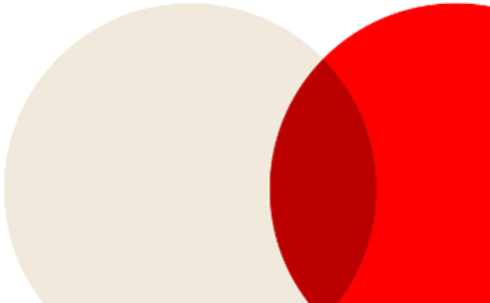
- A complete picture of the student experience is not reflected in the WBWF measures.
 - WBWF measures assess achievement at one point in time by one assessment.
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WBWF Areas and Measures	Goal	Result
<p>All students ready for school Percentage of 3-year-old early childhood screenings (ECS) <i>Goal for 23-24: 40.1%</i></p> <p>Percentage of Kindergarten students reading at grade level by the end of the school year on the Independent Reading Level Assessment (IRLA) or Evaluación del nivel independiente de lectura (ENIL) <i>Goal for 23-24: 71.8%</i> <i>Long-term goal for 24-25: 80%</i></p>	<p>Not applicable – new measure</p> <p>Not applicable – new measure</p>	<p>2022-23: 38.1%</p> <p>2022-23: 63.6%</p>
<p>All students in third grade achieving grade-level literacy</p> <p>Percentage of third grade students proficient in reading on the MN Comprehensive Assessment-III (MCA-III) <i>Long-term goal for 24-25: 90%</i> <i>Each student group: 85%</i></p>	<p>All: 83.6% 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>2022-23</p> <p>All: 50.3% 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>

WBWF Areas and Measures	Goal	Result
<p>Close achievement gaps Percentage of students proficient in math on the MCA-III for all groups <i>Long-term goals for 24-25</i> <i>All students: 90%</i> <i>Each student group: 85%</i></p> <p>Percentage of students proficient in reading on the MCA-III for all groups <i>Long-term goals for 24-25</i> <i>All students: 90%</i> <i>Each student group: 85%</i></p>	<p>All: 84.3%</p> <p>Hispanic/Latino: 76.1% Asian: 82.6% Black or African American: 76.3% White: 81.4% Two or more races: 78.9%</p> <p>English Learner: 73.6% Special Education: 71.0% Free or reduced-priced meals: 74.9%</p> <p>All: 85.0%</p> <p>Hispanic/Latino: 76.9% Asian: 82.0% Black or African American: 76.9% White: 82.2% Two or more races: 79.7%</p> <p>English Learner: 71.4% Special Education: 71.2% Free or reduced-priced meals: 76.3%</p>	<p>2022-23</p> <p>All: 53.0%</p> <p>Hispanic/Latino: 35.3% Asian: 52.4% Black or African American: 36.0% White: 59.3% Two or more races: 44.9%</p> <p>English Learner: 19.1% Special Education: 27.2% Free or reduced-priced meals: 30.5%</p> <p>All: 55.2%</p> <p>Hispanic/Latino: 41.9% Asian: 52.6% Black or African American: 44.9% White: 59.8% Two or more races: 52.7%</p> <p>English Learner: 15.4% Special Education: 26.0% Free or reduced-priced meals: 36.7%</p>



WBWF Areas and Measures	Goal	Result
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 <i>Long-term goal for 24-25: 63.0%</i>	57.0%	Graduating class of 2023: 48.0%
All students graduate Percentage of students graduating high school within four years <i>Long-term goal for 24-25: 94.6%</i>	93.6%	Graduating class of 2022: 91.0%



All Students Ready For School

Early Childhood Screenings

What's it all about?

- In Minnesota, all children have the right to receive a free early childhood screening starting at age 3.
- All children in Minnesota must be screened before entering Kindergarten in a public school.
- Early childhood Screening is provided by:
 - All Public School Districts
 - Head Start Programs
 - Some medical clinics
- Early childhood screening in our school district is under the umbrella of Early Learning in Community Education, along with the Early Childhood Family Education (ECFE) and Preschool.

Early Childhood Screening Statute

[Sec. 121A.17 MN Statutes](#)

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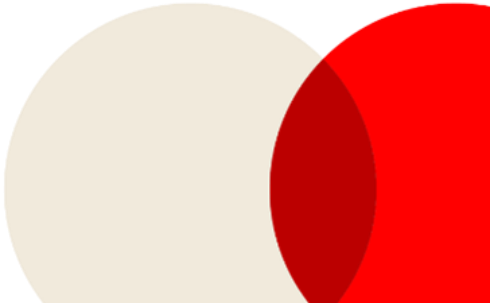
All Students Ready For School

Early Childhood Screenings

Purpose

- To promote healthy development
- To identify children who may need further evaluation
- To connect families to resources in the community

What can be expected during a screening appointment?

- Vision, Hearing and Height/Weight Check
 - Activities where children demonstrate:
 - Large and small muscle development
 - Thinking Skills
 - Language and Speaking Skills
 - Parent Report of Social/Emotional Development
 - Immunization Review
 - Review of Health Care Coverage
 - Resource Connection
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All Students Ready For School

Early Childhood Screenings

Age 3 Time to Screen

- Screening between the ages of 3 and 4 provides the best opportunity for any health or developmental concerns to be found early.
- Screening early allows connection to early learning opportunities and resources.
- Intervention before kindergarten has impactful academic, social, and economic benefits.
- Increased State funding reimbursement corresponds with earlier screening.

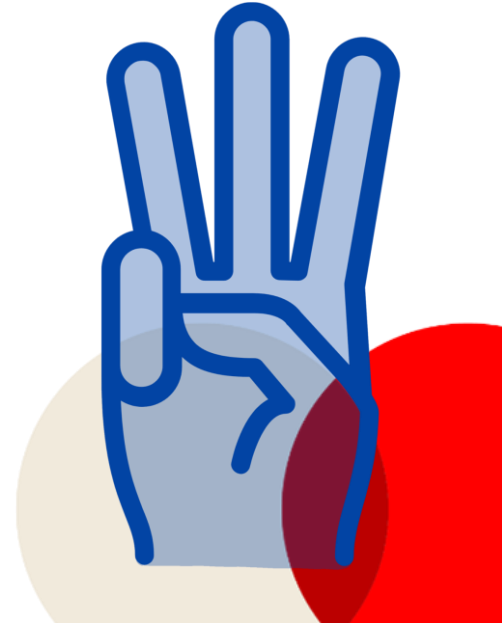


All Students Ready For School: Strategies and Programming

Early Childhood Screenings



- Marketing
 - "Age 3 Time to Screen" Campaign - Community Awareness
 - Promoting Internal Awareness
- Cross-Sector Collaborations
 - Leveraging ECCE Outreach Programming
 - Community Collaboration
- Early Learning School Improvement Plan & WBWF Plan





All Students Ready For School: Strategies and Programming


End-of-Year Reading Level among Kindergarten Students



District

- Data Analysis of Kindergarten Independent Reading Level Assessment (IRLA) data
- Provide professional development around **Power Goals** (one thing a student needs to make growth) and **Equitable Conference Schedules** (teacher-student conferencing)
- On-Ramp to reading and foundational skills training (based on Science of Reading)

Principals

- Data Analysis of Kindergarten Independent Reading Level Assessment (IRLA) data
 - Attend Leadership Learning Lab and Huddles (PD)
 - On-Ramp to reading and foundational skills training (based on Science of Reading)
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All Students Ready For School: Strategies and Programming

End-of-Year Reading Level among Kindergarten Students



Reading Specialists

- Data Analysis of Kindergarten Independent Reading Level Assessment (IRLA) data
- Small group instructional practices for yellow and green readers
- Providing professional development that supports the process of identifying strategic power goals that will accelerate growth
- Support teacher-led PLCs
- Models ARC components in classrooms

Interventionists

- Phonological Awareness training
- Understanding expected reading standards for Kindergarten (2020 ELA MN Standards)
- Small group instructional practices for yellow and green readers

PreK	K			1		2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI
LAM	1-3A	V	T	1Az	2Az	1R	2R	Bl	Ne	An	Pú	1Br	2Br	Pl	Oro

All Students Ready For School: Strategies and Programming

End-of-Year Reading Level among Kindergarten Students



Classroom Teachers

- Data analysis of kindergarten Independent Reading Level Assessment (IRLA) data
- Understanding of color level taxonomy for primary readers
- Equitable conference schedules to support individual student needs (power goals)
- Student and data focused PLCs
- ARC Framework: Foundational Skills, Interactive Read Aloud, Interactive Writing, Reading Lab, and Writing
- Providing differentiated instruction based on power goals

Students

- Authentic reading and writing experiences that are aligned with the grade level scope and sequence for reading and writing
- Ownership of learning
- Creating authentic pieces of writing
- Receiving targeted instruction based on need
- Provided time to practice individualized power goal

PreK	K			1			2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI	
LAM	1-3A	V	T	1Az	2Az	1R	2R	Bl	Ne	An	Pú	1Br	2Br	Pl	Oro	



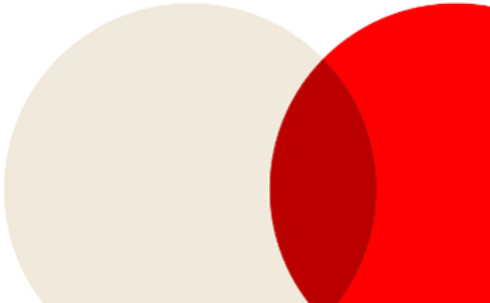
All Students in Third Grade Achieving Grade-level Literacy: Strategies and Programming



District

- Deepen understanding of Minnesota State Standards for Literacy
- Build deep knowledge and consistent use of resources (ARC, LLI, Sondag)
- Prepare educators to effectively implement resource materials
- Coach teachers on implementation of resources
- Increase educator capacity to engage in regular viewing 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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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

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.

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

Classroom Teachers

- Continue 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 (structured literacy)

Students

- Engage in independent reading
- Engage and interact in texts at their independent and instructional reading levels
- Create writing based in various genres – informational and literary
- Daily response writing to reflect/synthesize learning from texts
- Provided time to practice individualized power goal

Close Achievement Gaps: Strategies and Programming

Math

- 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 and screeners (Fall, Winter, and Spring)
- 5th grade Math Work group
- Dreambox training and application for assessment and independent practice
- Secondary math SIRC beginning in February and Elementary math SIRC beginning in August

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



Literacy – Secondary districtwide

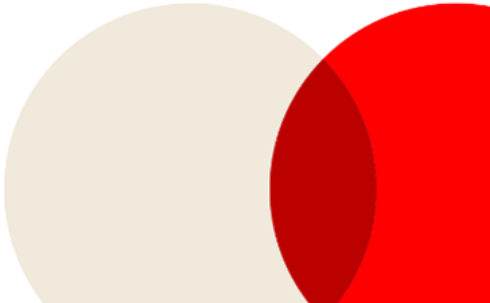
- Instructional Leadership Academy – district and building leaders, focused on developing a shared vision for high-quality, culturally and linguistically responsive teaching and learning that improves all teaching practice
- Secondary Literacy Intervention teacher on special assignment (TOSA) position
 - Support for reading intervention at secondary
 - Support for classroom teachers with disciplinary literacy PLC support in buildings
- Focus on professional development in disciplinary literacy
- The inclusion of fall and winter Measures of Academic Progress (MAP) assessment through grade 8 to guide instructional decision-making at classroom, building, and district level
- Continued co-teaching model with EL
- Increased focus on academic writing

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

- Standards and Instruction Review Cycle (SIRC) with an intentional focus on pedagogy, student learning, and student experiences
 - 2022-23/2023-24 – Science and ELA
 - 2023-24 – Social Studies
 - 2024 – Math
- Scope and Sequence Planning Days as part of the SIRC process, with intentional focus on texts, curricular materials, and instructional practices
- Disciplinary Literacy incorporating AVID WICOR strategies – AVID Schoolwide
- Planning district-wide literacy training for all secondary teachers

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All Students Graduate: Strategies and Programming

- Building the MTSS model districtwide
 - Intervention and extension time provided during the school day
 - Homework procedures with assessment retakes available for all students
 - Credit recovery options to make up missed credit
 - Grading for learning conversations are taking place
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World's Best Workforce

- Submit to MDE on Friday, Dec. 15
- Review results with the District Data and Assessment Committee


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Next Steps



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.





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

Measures	2022-23 Goals	2022-23 Results
Percentage of Kindergarteners meeting risk factors who had an early educational experience with SoWashCo Schools	100.0%	61.0%
Percentage of students identifying as Black, Indigenous, or a person of color (BIPOC) who took at least one college-in-the-schools course	18.6%	8.4%
Percentage of students who were suspended at least once and identify as Black or Hispanic/Latino	16.0%	36.0%
Percentage of licensed teachers identifying as BIPOC	7.8%	5.0%
Percentage of staff participating in trainings on culturally proficient school systems	100.0%	100.0%

Next Steps

Achievement and Integration

- In February, I will be giving an update regarding the current Achievement and Integration plan, its goals, key indicators, and strategies
- We will also share more specifically regarding how we are utilizing the state and federal aid that has been awarded to SoWashCo for Native American Education Programming

thanks!