DEPARTMENT OF EDUCATION

2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Waconia Public Schools – ISD110

Grades Served: Early Childhood – Grade 12

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21

- *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 2020-21 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 2020-21 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

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

- *https://isd110.org/district-departments/teaching-learning/worlds-best-workforce*

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.

- *N/A*

Annual Public Meeting

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.

- *District 110 Board of Education Work Session – Monday, June 14, 2021*

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

- *N/A*

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Rachel Myers	Board of Education Representative	
Alycia Myers	Board of Education Representative	
Sarah Klitzke	E-5 Teaching & Learning Manager	
Tim Koschinska	6-12 Teaching & Learning Manager	
Devarati Bhattacharya	Parent/Community Representative	
Sara Lueth	Parent/Community Representative	
Amanda Bloomgren	Parent/Community Representative	
Ryan Rosin	Parent/Community Representative	
Paul Peterson	Parent/Community Representative	
Molly Johnson	Parent/Community Representative	
Brianna Kvam	Parent/Community Representative	
Cassie Dauwalter	Parent/Community Representative	
Katie VanVooren	Parent/Community Representative	
Kim Breeden	Parent/Community Representative	
Christine Fenner	Parent/Community Representative	
Mary DeMarce	Parent/Community Representative	
Emily Williams	Student Representative	
Reilly Sazdoff	Student Representative	
Kathy Oliphant	Director of Teaching & Learning	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.
While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field and effective teachers. Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.
Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data?
- What data did you look at?
- How frequently do you review the data?
- Who was included in conversations to review equitable access data?

    ISD110 is committed to equitable access to quality teachers, and annual E-12 review is part of D110 protocol. District leadership, including the Director of Human Services, review the teacher evaluation process and staffing assignments on an annual basis to ensure access to high quality teachers.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

    In 2020-2021, all D110 teachers met licensing requirements, as well as the professional teaching standards as outlined in the D110 Professional Growth, Reflection, and Evaluation Plan. As a growing district, many teachers are defined as inexperienced (as defined by the Minnesota ESSA stakeholder group). That said, a robust mentor program and strong PLC leadership capacity support new teachers in their growth and development. No discernible patterns were evident in district data between new teachers or student characteristics.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

  Based on data from the Minnesota Department of Education and the Minnesota Professional Educator Licensing and Standards Board, ratios of ethnic minority students to teachers is not proportionally out of range. We have a strong gender balance in our teaching staff, particularly at the secondary level in the areas of math and science.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

  As a district, we will continue to strive to hire and retain excellent teachers that are representative of the diversity of our student population.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X   District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

X   District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Goal	Result	Goal Status
75% of children entering Kindergarten will demonstrate Kindergarten readiness skills as measured by FASTbridge Early Literacy Composite. *The gap between subgroups will be 15% or less as compared to all students tested.*	***Fall Early Reading – Kindergarten*** ***% of Students in Low Risk Category:*** *All Students Tested = 82.4% (Met)* ***Monitored Subgroups:*** *Special Ed & Gap = 73.1% (Met)* *FRL & Gap = 47.4%* *Non-White & Gap = 42.9%* *EL Students & Gap = Too Small*	***Check one of the following:*** X *On Track (multi-year goal)* X *Met Some*

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

- *The fall Kindergarten FAST Early Reading Composite provides a snapshot of the percent of students entering Kindergarten with early literacy readiness skills. This is a rigorous standard, but underscores the importance of skill development in phonics and phonemic awareness. Disaggregation of data by subgroup is an integral part of this analysis.*

- *Students not meeting benchmarks during the screening process are monitored through the MTSS Instructional Cycle. Through the PLC process, developmentally appropriate interventions are determined, implemented, and monitored for progress. If further intervention is needed, students may be referred to a Student Assistance Team (SAT) for additional support.*

- *We are on track in our progress toward a systematic and cohesive MTSS model throughout D110.*

- *District leaders meet regularly as a PLC to monitor implementation of district strategic goals, which include an E-12 MTSS model. The D110 Strategic Roadmap is guided and monitored through a rubric with clear action steps.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
80% of students by Grade 3 will meet or exceed reading proficiency benchmarks as measured by district-wide assessments in reading. *The gap between subgroups will be 15% or less as compared to all students tested.*	***FAST Early Reading & aReading Kindergarten – 2nd Grade*** ***% of Students in Low Risk Category:*** *All Students Tested = 62.4%* ***Monitored Subgroups:*** *Special Ed & Gap = 45.8%* *FRL & Gap = 38.0%* *Non-White & Gap = 50.9% (Met)* *EL Students & Gap = 35%*	***Check one of the following:*** X *On Track (multi-year goal)* X *Met Some*

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

- *District assessments in reading provide important data on the percent of students reading well by Grade 3. 80% is a rigorous standard, but achievable in a district with our student demographic. Disaggregation of data by subgroup is an integral part of this analysis.*

- *Students' reading growth is monitored throughout the primary grades using universal screening and monitoring tools. Those not meeting benchmarks during the screening process are monitored through the MTSS Instructional Cycle. Through the PLC process, developmentally appropriate interventions are determined, implemented, and monitored for progress. If further intervention is needed, students may be referred to a Student Assistance Team (SAT) for additional support.*

- *We are on track in our progress toward a systematic and cohesive MTSS model throughout D110.*

- *District leaders meet regularly as a PLC to monitor implementation of district strategic goals, which include an E-12 MTSS model. The D110 Strategic Roadmap is guided and monitored through a rubric with clear action steps.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
The gap between subgroups as measured by districtwide assessments will be 15% or less as compared to all students tested.	***FAST Early Reading & aReading Kindertarten – 2nd Grade*** ***% of Students in Low Risk Category:*** *All Students Tested = 62.4%* ***Monitored Subgroups:*** *Special Ed & Gap = 45.8%* *FRL & Gap = 38.0%* *Non-White & Gap = 50.9% (Met)* *EL Students & Gap = 35%* ***FAST Early Math & aMath Kindertarten – 2nd Grade*** ***% of Students in Low Risk Category:*** *All Students Tested = 75%* ***Monitored Subgroups:*** *Special Ed & Gap = 61% (Met)* *FRL & Gap = 45.8%* *Non-White & Gap = 61.4% (Met)* *EL Students & Gap = 30.4%* ***MCAIII - Reading Grade 3 – Grade 8*** ***% of Students Meeting*** *All Students Tested = 63.7%*	***Check one of the following:*** X *On Track (multi-year goal)* X *Met Some*

Goal	Result	Goal Status
	Monitored Subgroups:	
	Special Ed & Gap = 35.3%	
	FRL & Gap = 34.4%	
	Non-White & Gap = 52.5% (Met)	
	EL Students & Gap = 13.2%	
	MCAIII - Math *Grade 3 – Grade 8*	
	% of Students Meeting	
	All Students Tested = 61.6%	
	Monitored Subgroups:	
	Special Ed & Gap = 36.8%	
	FRL & Gap = 25.7%	
	Non-White & Gap = 39.1% (Met)	
	EL Students & Gap = 21.6%	

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

- *D110 examines math and literacy data, including classroom-based assessments, interim assessments, and other standardized measures to identify and support the needs of learners in these subgroups.*

- *We strive to close the achievement gap through access to a tightly aligned Guaranteed and Viable Curriculum (GVC), rigorous coursework, a Multi-tiered Systems of Support (MTSS) model, and high impact instructional strategies. We provide strong professional development and support teachers in building a positive classroom culture and learning environment for the students they serve.*

- *We are on track in our progress toward a systematic and cohesive MTSS model throughout D110.*

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
40% of students at Waconia High School will meet all four college readiness benchmarks as measured by the ACT.	*In 2020-2021, 34% of all Grade 11 met all four college readiness benchmarks on the ACT.*	***Check one of the following:*** X *On Track (multi-year goal)*

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

- *Career and college readiness data used to identify needs in this goal include MCAIII scores and pre-ACT data.*

- *Rigorous course offerings and a tightly aligned Guaranteed and Viable Curriculum (GVC) are primary strategies to support this goal area. Our goal is to support ALL students in ensuring equal access to high levels of coursework.*

- *Rigorous course offerings are available across all departments including Advanced Placement, College in the Schools, and concurrent credit courses. Courses at the 9th and 10th grade levels, such as pre-AP, accelerated math options, and required STEM courses provide a strong foundation for success.*

All Students Graduate

Goal	Result	Goal Status
Waconia High School students will meet or exceed the Graduation Rate Target	*4-Year Graduation Rate* *All Students = 94.1%* *Monitored Subgroups:* *Special Ed & Gap = 78.8%* *FRL & Gap = 83.6% (Met)* *Non-White & Gap = 94.1 (Met)* *EL Students & Gap = Too Small*	*Check one of the following:* X *On Track (multi-year goal)* X *Met Some*

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

- *Waconia High School meets or exceeds the Graduation Rate Target as set forth by MDE.*

- *A gap of more than 15% exists in graduation rate between All Students and the Special Ed. Although this is in proportion to the state gap, D110 will monitor this data and take measures to support students to ensure they are on track toward graduation.*

- *We are on track in our progress toward a systematic and cohesive MTSS model, which includes support and intervention (WILD time) and a student advisory model at the secondary level.*