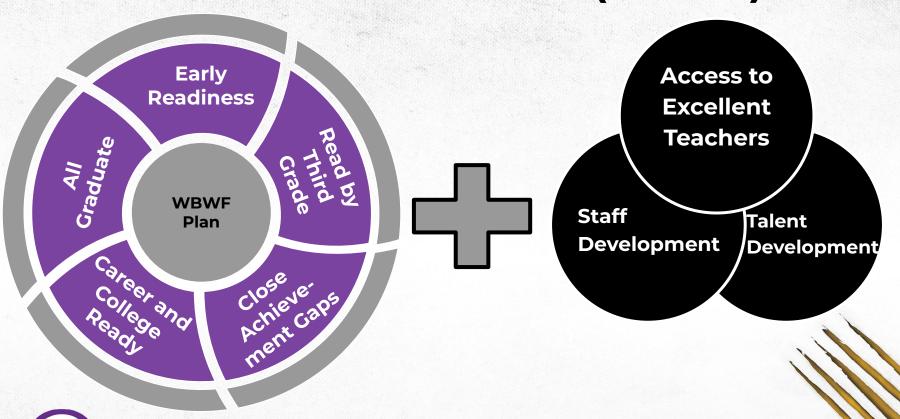


# World's Best Workforce

Waconia Public Schools ISD110 Monday, October 23, 2023

#### World's Best Workforce (WBWF)



#### Who is Responsible for WBWF?

#### Minnesota Department of Education's Role

 Offer support to districts to help implement their WBWF plan in compliance with MN Stat., sect. 120B.11

#### **School District's Role**

 Create a WBWF plan to align curriculum and instruction so that students are college and career ready

#### **School Board's Role**

- Adopt a long-term, comprehensive strategic plan to support and improve teaching and learning
- Hold annual public meetings to report progress

#### **WBWF Advisory Committee's Role**

- Give recommendations on rigorous academic standards and student achievement goals and measures
- Help communicate and engage stakeholders around the plan components

#### **Community's Role**

- Partner with District
- Provide input on the plan
- Support the community strategies

#### **WBWF Plan and Goals**

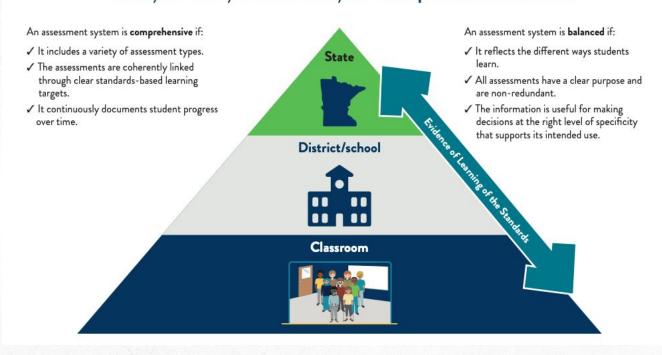
WBWF is a multi-year, detailed plan that illustrates how a district will execute its goals or initiatives concerning the five WBWF goals.

#### Plans must include 6 elements:

- 1. Clearly defined district and school site goals for all student subgroups.
- 2. A process for assessing each student's progress toward meeting local and state standards.
- 3. A system to periodically review and evaluate all instruction and curriculum effectiveness.
- 4. Strategies for improving instruction, curriculum, and student achievement.
- 5. Effective practices that develop and support teacher quality, performance, and effectiveness
- 6. An annual budget for continuing to implement the district plan.

# **Balanced Assessment System**

How do you know if your assessment system is comprehensive and balanced?





WBWF Goal Area (State-Wide)	Current Measures of Progress
All students are ready for school	Fall FASTbridge (FAST) Early Reading
All third-graders can read at grade level.	K-2 FASTbridge (FAST) Early Reading and aReading 3rd Grade Reading Minnesota Comprehensive Assessment (MCA)
All racial and economic achievement gaps are closed	Grades 3-8 Reading and Math MCA
All students are ready for career and college	ACT
All students graduate from high school.	Graduation Percentage

# **ISD 110 Demographics**

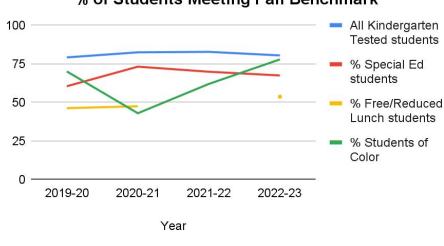
School Year 2022-2023		
	ISD110 2022-23	
Total Enrollment	4,045	
Special Ed students	777 19.2%	
Free/ Reduced Lunch students	522 12.9%	
Students of Color	462 11.4%	
EL students	63 1.6%	



#### All Students are Ready for School

Fall Early Reading Grade Kindergarten % of students Meeting Fall Benchmark				
Student Group	ISD110	ISD110	ISD110	ISD110
	2019-20	2020-21	2021-22	2022-23
All Kindergarten Tested students	79.1%	82.4%	82.7%	80.4%
Special Ed students & Gap	60.4%	73.1%	69.8%	67.4%
	-18.6%	-9.4%	-12.9%	-13%
Free/ Reduced Lunch students & Gap	46.2%	47.4%	Too	53.6%
	-32.9%	-35.1%	Small	-26.8%
Students of Color & Gap	70.0%	42.9%	61.9%	77.8%
	-9.1%	-39.6%	-20.8%	-2.6%
EL students & Gap	Too	Too	Too	Too
	Small	Small	Small	Small

# Fall Early Reading Kindergarten % of Students Meeting Fall Benchmark



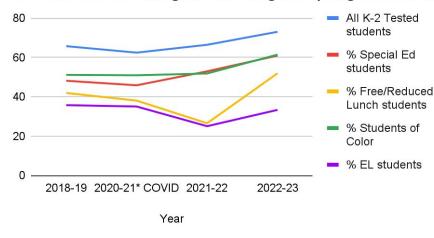


#### All 3rd Graders Can Read at Grade Level

### Spring EarlyReading and aReading Kindergarten - 2nd Grade % of students in each grade meeting the spring benchmark

Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
All K-2 Tested students	No Data	62.4%	66.4%	73%
Special Ed students & Gap	No Data	45.8% -16.6%	52.9% -13.4%	60.9% -12.1%
Free/ Reduced Lunch students & Gap	No Data	38.0% -24.4%	26.5% -39.9%	51.9% -21.1%
Students of Color & Gap	No Data	50.9% -11.5%	51.8% -14.6%	61.4% -11.6%
EL students & Gap	No Data	35.0% -27.4%	25.0% -41.4%	33.3% -39.7%

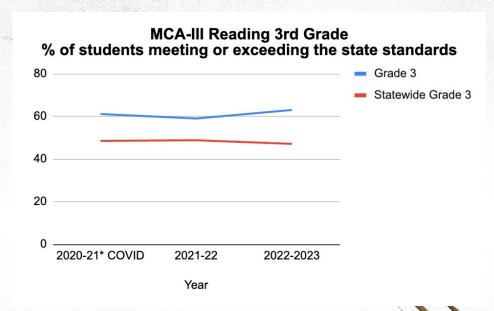
#### Spring EarlyReading and aReading K-2 % of students in each grade meeting the spring benchmark





#### All 3rd Graders Can Read at Grade Level

MCA-III Reading 3rd Grade % of students meeting or exceeding the state standards				
ISD110   I				ISD110 2022-23
Grade 3	No Data	61.1%	59.0%	63.0%
Statewide Grade 3	No Data	48.5%	48.8%	47.1%

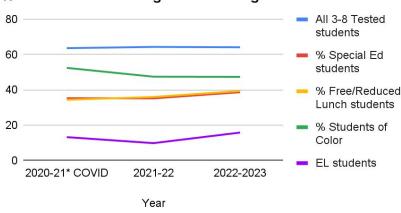




#### **All Racial and Economic Achievement**

# Gaps are Closed - Reading

#### MCA-III Reading 3-8 Grades % of students meeting or exceeding the state standards



## MCA-III Reading 3rd - 8th Grades % of students meeting or exceeding the state standards

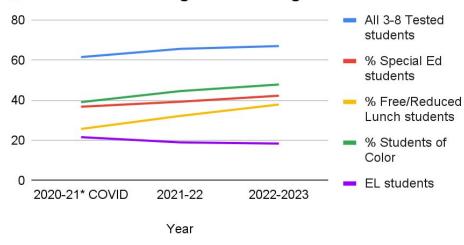
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
All 3-8 Tested students	No Test	63.7%	64.4%	64.2%
[State Proficiency]		No State	[50.5%]	[49.5%]
District Special Ed students	No Test	35.3%	35.2%	38.7%
District Gap		-28.4%	-29.2%	-25.5%
[State Proficiency]		No State	[25.6%]	[22.4%]
Free/ Reduced Lunch students	No Test	34.4%	36.0%	39.4%
District Gap		-29.3%	-28.4%	-24.8%
[State Proficiency]		No State	[30.8%]	<i>[32.2%]</i>
Students of Color District Gap [State Proficiency]	No Test	52.5% -11.2% No State	47.5% -16.8% <i>[35.9%]</i>	47.4% -16.8% [35.1%]
EL students	No Test	13.2%	9.8%	15.8%
District Gap		-50.5%	-54.6%	-48.4%
[State Proficiency]		No State	<i>[11.8%]</i>	[10.5%]



# All Racial and Economic Achievement Gaps are Closed - Math

MCA-III Math 3rd - 8th Grades % of students meeting or exceeding the state standards				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
All 3-8 Tested students [State Proficiency]	No Test	61.6% No State	65.7% [45.8%]	67.1% [46.5%]
Special Ed students District Gap [State Proficiency]	No Test	36.8% -24.8% No State	39.3% -26.4% [24.8%]	42.3% -24.8% [22.5%]
Free/ Reduced Lunch students District Gap [State Proficiency]	No Test	25.7% -36.0% No State	32.2% -33.5% [24.0%]	37.9% -29.2% [27.0%]
Students of Color District Gap [State Proficiency]	No Test	39.1% -22.5% No State	44.6% -21.1% [28.9%]	47.9% -19.2% [29.2%]
EL students District Gap [State Proficiency]	No Test	21.6% -40.0% <i>No</i>	19.0% -46.7% <i>[12.8%]</i>	18.4% -48.7% <i>[12.8%]</i>

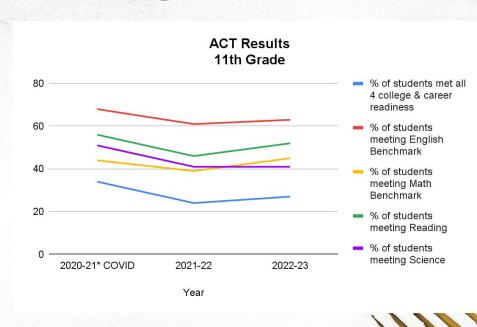
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# All Students are Ready for Career and College

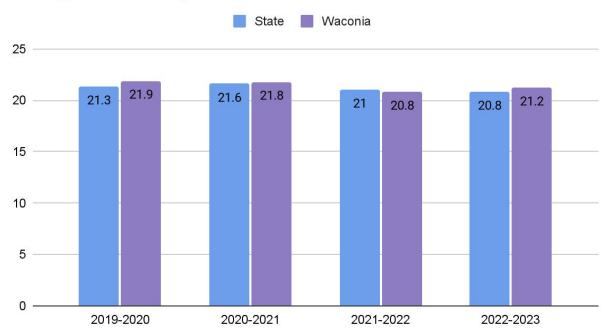
ACT Results 11th Grade				
Student Group	ISD110 2019-20 *Covid	ISD110 2020-21 *Covid	ISD110 2021-22	ISD110 2022-23
ACT Average Composite Score	No Data	22.2	20.8	21.2
% of students that met all 4 college and career readiness benchmarks (English, Math, Reading & Science)	No Data	34%	24%	27%
% of students meeting English	No Data	68%	61%	63%
Benchmark (18) & Avg score		21.2	19.5	19.6
% of students meeting Math	No Data	44%	39%	45%
Benchmark (22) & Avg score		21.6	20.7	21.1
% of students meeting Reading	No Data	56%	46%	52%
Benchmark (22) & Avg score		23.0	21.4	22.0
% of students meeting Science	No Data	51%	41%	41%
Benchmark (23) & Avg score		22.4	21.2	21.5





#### All Students are Ready for Career and College

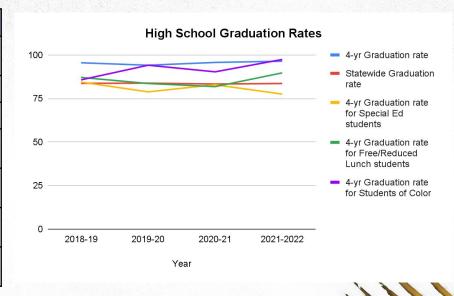






### All Students Graduate from High School

High School Graduation Rates				
Student Group	ISD110	ISD110	ISD110	ISD110
	2018-19	2019-20	2020-21	2021-22
4-yr Graduation rate	95.5%	94.1%	95.7%	96.4%
Statewide Graduation rate	83.7%	83.8%	83.3%	83.6%
4-yr Graduation rate for special education students & Gap	84.4%	78.8%	82.9%	77.5%
	-11.1%	-15.3%	-12.8%	-18.9%
4-yr Graduation rate for Free/Reduced	87.1%	83.6%	81.8%	89.7%
Lunch students & Gap	-8.4%	-10.5%	-13.9%	-6.7%
4-yr Graduation rate for students of color & Gap	85.7%	94.1%	90.3%	97.4%
	-9.8%	0.0%	-5.4%	+1.0%
4-yr Graduation rate of EL students & Gap	Too	Too	Too	Too
	Small	Small	Small	Small







# WBWF plan must include

Previous Plan	Updated Plan
Integrate high-quality instruction, rigorous curriculum and technology	Integrate high quality instruction, technology and curriculum that is rigorous, accurate, anti racist, and culturally sustaining.
A collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.	Provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance and effectiveness.

Minnesota State Statute WBWF



# WBWF plan must include

New	Items
Ensure learning and work environments	<ul> <li>validate, affirm, embrace and integrate cultural and community strengths for all students, families and employees.</li> </ul>
Materials, resources, curricula and pedagogical skills for K-12	<ul> <li>must accurately reflect the diversity of the state of Minnesota.</li> </ul>
Ensure the curriculum	<ul> <li>is rigorous, accurate, anti racist, culturally sustaining, and reflects the diversity of the student population.</li> </ul>



#### **READ ACT**

#### **WBWF Reading Goal**

#### **READ Act**

All third-graders can read at grade level.

Every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals.



#### **READ ACT**

#### Requirements with the READ ACT

- · Literacy Screening for all K-3 students twice a year.
- Professional Development for reading teachers on evidence-based reading instruction.
- · Provide evidence-based reading curriculum and resources.
- · Have a district literacy lead.



## **Next Steps for WBWF**

- Implement READ Act requirements
  - Literacy Screening for K-3 already in place in ISD 110
  - Professional Development for staff by 2025-2026 school year for initial group
  - Adopt and begin implementation of an evidenced based reading curriculum by 2026-2027 school year
  - District Literacy Lead in place by August 30, 2025
- Inform Teaching and Learning Advisory Committee on changes in statutes and impacts on curriculum and teaching decisions.



## **Next Steps for WBWF**

- Through strategic planning, identify data points to determine areas of success and areas of growth at our secondary schools.
- Continue to refine our curriculum review process to align assessment and curriculum resources to best practices and standards outlined by MDE.
- Deliver professional development around teaching strategies that meet the needs of all our students and improve the achievement discrepancies across demographics.
- Understand expectations of WBWF and the impact on the district budget.



### Questions?