

REPORT

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Title: World's Best Workforce Annual Meeting

Date: October 1, 2020

OVERVIEW

Under Minnesota Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward World's Best Workforce (WBWF) goals. During the Annual Meeting, Director of Teacher Development Sara White will present the 2019-20 WBWF goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. She will also present the District's 2020-21 WBWF goals and strategies to meet them.

The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance – a strategic focus for Minnetonka School District since 2001.

The World's Best Workforce legislation requires districts to set at least five goals, which for Minnetonka are embedded in the District's Q-Comp, Staff Development, Teacher Evaluation Growth Model, and Principal Evaluation plans. These five goals revolve around:

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

Each district is required to create their own plan to align curriculum and instruction so that students are college and career ready – another strategic focus for Minnetonka School District. The success of each plan will be measured by:

- Local assessment data
- Closing the gap by student group
- Early childhood assessment data
- MCA scores
- College entrance exams

The scope of the legislation has evolved and now is the umbrella under which several programs fall, including staff development, teacher and principal evaluation, Q-Comp, and

high potential. Separate reports on those programs are shared with the board throughout the year. Equitable access to excellent teachers is unique to this report alone.

Typically, this report would include state and district data pertaining to each of the World's Best Workforce goals. Due to COVID19, these results are limited for the 2019-20 academic year.

2019-20 Goals and Results

In the fall of 2019-20, five World's Best Workforce goals were created through coordination with various District stakeholders, Director of Assessment Matt Rega, and Director of Teacher Development Sara White. Minnetonka sets its own goals based on its start value, which may be significantly higher than some districts. These goals were shared with sites to guide the development of their Q-Comp goals and professional learning plans. Those goals and the results are below. Separate reports and analysis of the progress on these goals were presented to the Board throughout the 2019-20 year. The summary of the goals and results follow.

All Children Ready for School

Goal 1: The Minnetonka School District will increase the number of children screened at the age of 3 by **2%** in 2019-20, from **269** in 2018-19 to **275** in 2019-20.

Results: As of March 13, 2020, 178 children age 3 had been screened. Screening was suspended after that date.

2019-20 State Results: State data is not available on this goal.

Early Childhood Screening information was targeted to parents of infants, toddler and preschoolers through digital and social media, in-person presentations and classes with parents of young children (Early Childhood Family Education), promotion in Community Education catalogues, and a direct mailing to resident families of children who were 3 years of age was completed.

In 2018-19, Minnetonka Preschool screened **269** age 3 children. As of March 13, 2020, **178** children age 3 had been screened. Screening was suspended after that date. As a result, there were 10 fewer screening days than were scheduled.

On the first day of the 2019-20 school year, there were **357** students enrolled in Minnetonka Preschool, an increase of 2.3% over the previous year.

Goal 2: The percentage of Minnetonka Preschool PreK 4* children who are meeting or exceeding age expectations** will increase by 1.5% across each learning domain on the Teaching Strategies GOLD assessment.

- Social Emotional: increase from 93.46% at the Spring 2018-19 benchmark to 94.96% at the Spring 2019-20 benchmark

- Physical: increase from 96.69% at the spring 2018-19 benchmark to 98.19%
- Language: increase from 93.70% at the spring 2018-19 benchmark to 95.2%
- Cognitive: increase from 94.41% at spring 2018-19 benchmark to 95.91%
- Literacy: increase from 95.12% at spring 2018-19 benchmark to 96.62%
- Mathematics: increase from 92.74% at spring 2018-29 benchmark to 94.24%
- *PreK 4 children are age eligible for Kindergarten in Fall 2020.

**Age expectations are defined as their PreK 4 color band or Kindergarten color band, respectively.

Results: Teaching Strategies Gold data is not available due to COVID19.

2019-20 State Results: State data is not available on this goal.

Although Teaching Strategies Gold spring data is not available, Early Childhood Family Education and Minnetonka Preschool Coordinator Sally Blad reported that progress was made in relation to the Teaching Strategies Gold goals. For example, at fall benchmarking, 78.95% of preschoolers met or exceeded the literacy objective of noticing and discriminating rhyme based on their age/grade. At winter benchmarking, that percentage increased to 91.38%. Teachers focused on literacy dimensions, including rhyming, in their 2019-20 PLC work. As teachers transitioned to e-learning in the spring, rhyming continued to be an intentional focus in Google Meets with preschoolers and through Seesaw activities as was purposeful incorporation of repeated read aloud research-based best practices.

All Third-Graders Can Read at Grade Level

Goal: By June 1, 2020, 71.8% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2019 on the MCA-III Reading assessment, 71.5% of Minnetonka Public Schools students met this goal.

Results: Due to COVID-19, this 2020 accountability data is not available.

2019-20 State Results: Due to COVID-19, this 2020 accountability data is not available.

Fall 2018 compared to Fall 2019 NWEA: Grade 3 non-cohort

By the Fall of Third Grade since 2012, the average Minnetonka Third Grader is performing at the middle of Third Grade level according to NWEA Fall National Norms. In addition, according to Fall NWEA results, by the time students reach Seventh Grade, they are performing at or beyond the Eleventh Grade Level according to NWEA Fall National Norms.

With regard to 2019 reading fluency results, 85.4% of Minnetonka Third Graders are performing at or above grade level according to the Children's Educational Resources

Fluency Assessment National Norms. These results are shared annually with MDE as part of the Read Well By Third Grade data submission.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2026, **78.2%** of Non-White students will be proficient on the MCA III in Reading in 2020, an increase from **77.6%** proficiency in 2019. White students will increase proficiency from **83.0%** in 2019 to **83.2%** in 2020. This will narrow the gap in proficiency from **5.4%** to **5.0%**.

Results: Due to COVID-19, this 2020 accountability data is not available.

2019-20 State Results: Due to COVID-19, this 2020 accountability data is not available.

Setting goals around closing the achievement gaps is complex. To reduce a gap, the minority student group increases achievement at a rate higher than the majority student group. As a result of no data being available for the spring of 2020, no conclusions may be drawn regarding closing achievement gaps during the 2019-20 school year. The tables below illustrate the trajectory of closing the achievement gap in Reading.

Table 1: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

Enrolled October 1	2018 Actual	2019 Actual	2020 Goal	2020 Actual	2021 Goal	2024 Projected Target
All Students	82.1%	82.0%	82.3%	No data available for 2020 due to COVID19	82.6%	82.9%
White Students	83.5%	83.0%	83.2%		83.5%	83.6%
Non-White Students	74.3%	77.6%	78.2%		79.8%	82.1%
Proficiency Gap	9.2%	5.4%	5.0%		3.7%	1.5%

A comparison of Minnetonka to the state of Minnesota from the past two years is provided below for perspective.

Table 2: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

Enrolled October 1	Minnetonka 2018	Minnesota 2018	Minnetonka 2019	Minnesota 2019
All Students	82.1%	60.3%	82.0%	59.6%
White Students	83.5%	68.7%	83.0%	67.9%
Non-White Students	74.3%	42.5%	77.6%	46.1%
Proficiency Gap	9.2%	26.2%	5.4%	21.8%

While the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Reading by student group as compared to the state proficiency rates.

Table 3: MCA III in Reading, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	Asian	Black	Hispanic	White
Minnetonka 2019	57.1	86.2	55.3	79.1	83.0
Minnesota 2019	36.8	54.6	35.3	38.7	68.3

Students in Minnetonka consistently surpass their peers nationally on the NWEA Assessments as well as and at the state level. Each table below illustrates that the longer students are in Minnetonka, the greater their achievement. In each grade level, Minnetonka Students of Color outperform their peer national norms. In many instances, they outperform the national norms of their White peers. Grade levels within each student group table that outperform national norms of White peers are highlighted in blue. Fall scores are reported as NWEA does not have norms by ethnicity available for spring assessments. Bold numbers indicate the highest average RIT score in that grade.

Table 4: NWEA Average RIT Scores in Reading for Black Students in Minnetonka

	Fall 2019 Black	Fall 2018 Black	Fall 2017 Black	Fall Black National Norms	Fall White National Norms
K	142.7	148.9	140.1	Norms begin Grade 3	Norms begin Grade 3
1	168.2	148.8	155.5		
2	165.5	174.7	172.7		
3	190.1	185.2	188.6	185.0	192.9
4	196.7	198.6	197.8	193.8	202.0
5	205.9	208.1	207.5	200.5	208.6
6	216.3	216.7	217.5	204.5	213.8

Table 5: NWEA Average RIT Scores in Reading for Hispanic Students in Minnetonka

	Fall 2019 Hispanic	Fall 2018 Hispanic	Fall 2017 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	142.1	143.9	147.1	Norms begin Grade 3	Norms begin Grade 3
1	164.1	162.9	158.5		
2	175.5	165.1	174.3		
3	186.1	190.7	196.1	182.7	192.9
4	203.0	208.5	205.2	191.8	202.0
5	212.9	214.1	214.5	198.2	208.6
6	218.6	219.2	220.5	203.1	213.8

Table 6: NWEA Average RIT Scores in Reading for Minnetonka Asian Students

	Fall 2019 Asian	Fall 2018 Asian	Fall 2017 Asian	Fall Asian National Norms	Fall White National Norms
K	149.7	152.2	152.6	NWEA does not have Asian norms	Norms begin Grade 3
1	171.7	172.0	170.0		
2	189.5	182.7	186.4		
3	200.0	201.3	199.9		192.9
4	212.9	212.3	213.7		202.0
5	220.5	221.1	219.5		208.6
6	228.3	225.7	228.3		213.8

Goal 2: To close the proficiency gap in math by 2026, **74.4%** of Non-White students will be proficient on the MCA III in Math in 2019, an increase from **73.8%**. The percent of White students who will be proficient will increase from **81.2%** to **81.3%**. This will narrow the gap in proficiency from **7.4%** to **6.9%**.

Results: Due to COVID-19, this 2020 accountability data is not available.

2019-20 State Results: Due to COVID-19, this 2020 accountability data is not available.

The tables below illustrate the trajectory of closing the achievement gap in Math.

During the 2018-19 school year, the elementary math assessments were implemented across all grade levels K-5. The new assessments are closely aligned with the new standards and are aligned to the content teachers use when teaching. During the Summer of 2019, the new assessments were revised after receiving feedback from teachers throughout the school year. Additional supplemental resources were identified to help teachers ensure students could achieve even more success during the 2019-20 school year. As a result of no data being available for the spring of 2020, no conclusions may be drawn regarding closing achievement gaps during the 2019-20 school year.

Table 7: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2018 Actual	2019 Actual	2020 Goal	2020 Actual	2021 Target	2024 Projected Target
All Students	81.2%	79.8%	80.1%	No data available for 2020 due to COVID19	80.3%	80.5%
White Students	82.4%	81.2%	81.3%		81.4%	81.5%
Non-White Students	74.8%	73.8%	74.4%		77.4%	79.5%
Proficiency Gap	7.6%	7.4%	6.9%		4.0%	2.0%

A comparison of Minnetonka to the state of Minnesota is provided below for perspective.

Table 8: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Minnetonka 2018	Statewide 2018	Minnetonka 2019	Statewide 2019
All Students	81.2%	57.6%	79.8%	55.4%
White Students	82.4%	66.7%	81.2%	64.6%
Non-White Students	74.8%	39.1%	73.8%	40.6%
Proficiency Gap	7.6%	27.6%	7.4%	24.0%

Again, while the MDE categorizes students as either White or Non-White for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows proficiency on the MCA III in Reading by student group as compared to the state proficiency rates.

Table 9: MCA III in Math, Percent Proficient, by Student Group, Minnetonka and Minnesota

	American Indian	Asian	African- American	Hispanic	White
Minnetonka 2019	58.3	88.8	46.5	67.4	81.2
Minnesota 2019	28.1	55.4	27.7	32.2	65.1

Students in Minnetonka consistently surpass their student group peers nationally on the NWEA in Math as well. Each table below illustrates that the longer students are in Minnetonka, the greater their achievement. In each grade level, Minnetonka Students of Color outperform their peer national norms. In many instances, they outperform the national norms of their White peers. Grade levels within each student group table that outperform national norms of White peers are highlighted in blue. Fall scores are reported as NWEA does not have norms by ethnicity available for spring assessments. Bold numbers indicate the highest average RIT score in that grade.

Table 10: NWEA Average RIT Scores in Math for Minnetonka Black Students

	Fall 2019: Black	Fall 2018: Black	Fall 2017: Black	National Norms: African- American	National Norms: White
K	138.3	144.1	139.7	Norms begin Grade 3	Norms begin Grade 3
1	168.6	155.8	159.9		
2	171.1	177.9	180.0		
3	193.0	191.4	190.0	188.4	195.0
4	202.0	199.9	204.0	198.7	205.6
5	206.8	214.2	217.3	206.8	214.1
6	218.2	222.8	224.0	212.2	221.2
7	231.7	231.7	227.2	217.2	227.2
8	237.3	234.9	237.5	222.3	232.3

Table 11: NWEA Average RIT Scores in Math for Minnetonka Hispanic Students

	Fall 2019 Hispanic	Fall 2018 Hispanic	Fall 2017 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	142.0	141.3	144.5	Norms begin Grade 3	Norms begin Grade 3
1	165.8	167.0	160.0		
2	183.9	177.7	183.7		
3	191.0	196.7	200.1	187.2	195.0
4	206.3	209.5	207.0	197.4	205.6
5	216.9	217.1	219.6	204.9	214.1
6	223.5	225.7	228.3	211.0	221.2
7	234.9	231.7	234.5	215.5	227.2
8	240.0	242.9	238.9	218.5	232.3

Table 12: NWEA Average RIT Scores in Math for Minnetonka Asian Students

	Fall 2019 Asian	Fall 2018 Asian	Fall 2017 Asian	Asian National Norms	White National Norms
K	151.0	152.3	152.5	NWEA does not have Asian norms	Norms begin Grade 3
1	177.6	173.3	176.7		
2	193.0	190.8	191.7		
3	205.9	209.4	205.7		195.0
4	222.6	219.3	222.3		205.6
5	232.3	236.8	231.9		214.1
6	242.1	240.5	241.9		221.2
7	246.6	251.3	252.7		227.2
8	259.7	260.0	260.1		232.3

All Students Are Ready for Career and College

Goal: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **96.1%** in 2019 to **96.2%** in 2020.

Results: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT is **97.0%** in 2020.

2019-20 State Results: Data not yet available.

Well before WBWF legislation, career and college readiness had been a goal for the Minnetonka Public School District. Not only has the composite ACT score risen steadily for the past 16 years, the percent of students who are considered ready for college level coursework in all four curricular areas has also increased. This is true even as the number of students taking the ACT has risen. The percentage of students in Grade 12 during the 2019-20 school year who took the ACT who met or exceeded the College Readiness Benchmark Composite Score composite score of 18 was **97.0%**, an increase from **96.2%** of students in Grade 12 during the 2018-19 school year who met or exceeded the

composite score of 18. For the Class of 2019, **726** of **808** students took the exam (**89.9%**). For the Class of 2020, **689** of **792** students took the exam (**87.0%**).

In 2019-20, the District expanded experiential learning and inquiry-based learning opportunities for E-12 through a three-pronged approach: Framework Grants, facilitated unit design, and teacher-initiated projects. Each process had advantages and disadvantages for expansion.

- Framework Grants – While most resulted in quality products, the grants were resource-intensive. The initial materials budget and specific curriculum writing hours promised through the Framework Grant process unintentionally focused on “stuff” rather than student learning. After working through several projects, it became evident that the idea itself - rather than essential learnings - was frequently the impetus for writing the grant.
- Facilitated Unit Design – This process was effective because professional learning was provided while a unit or course was in development. Strategies and structures were immediately applied to lessons teachers knew they would actually do. Collaboration among curriculum writers enhanced the product. The fact that it was written into the unit plan ensures wider implementation beyond a single classroom or school. Limitations included the time-consuming nature of the curriculum development process. This process was limited to those engaged in new course design or significant revisions.
- Teacher-Initiated Projects – Without an official start or end, these projects were more challenging to initiate and support. But, these projects were born of a teacher’s sole desire to “teach it better.” Because curriculum writing hours were awarded as needed, rather than a total number of hours guaranteed up-front, the process was cost-effective. Additionally, collaboration with the principal was ensured by requiring approval of site-based staff development funds.

The impact on students learning was significant regardless of the path to creating the experience. When asked the question to rate the impact this work had on students, 64% shared it has a high impact, with 14% saying somewhat of an impact. The remaining 21% were unable to implement the project due to COVID19.

Themes included:

- High connection of curriculum/framework to authentic activities
- High student engagement or also called ‘elevated engagement’
- Growth in students’ confidence
- Gave students purpose to learning
- Experiences to enhance cultural learning
- Evidence of student growth in skill sets evaluated
- Better application of concepts that have been taught
- Self-directed learning vs. teacher directed
- Real-world application of concepts learned in class.
- Authentic connection to community.

In addition to increasing the percentage of students meeting and exceeding the College Readiness Benchmark Composite Score of 18, through School Board Goal 2.2, the District expanded efforts on creating awareness of and support for all students on all pathways (i.e. trades, military, gap years, technical school, colleges and universities, etc.) to promote the best match for each student. This included:

- Creating a marketing plan for Tech Ed pathways, including specific courses that align to career fields with growth potential.
- Engaging teachers in designing curriculum aligned to best practices in the field, including seeking feedback from former panelists and experts from the field.
- Creating VANTAGE-style experiential learning opportunities in Tech Ed courses, ensuring student work represents authentic work from the field, bringing in experts from the field to guest lecture and to provide feedback on student skills and projects.
- Exploring expanding the work to middle schools.
- Hosting trades panels related to opportunities in the trades fields.

In August of 2019, a Trades Advisory Board of parents, industry leaders, teachers, counselors, and administrators was established to serve as a bridge to trades-centered businesses and assist in the development of community partnerships and to provide feedback and oversight regarding new coursework, pathways of study, student panels, and the Minnetonka student capstone experience.

On November 14, Minnetonka High School hosted a Trades Panel for Students and Families. Over 75 students and families attended the evening session to learn more about the opportunities that exist in the greater metro area. Following the event, a survey was shared with attendees who rated the evening 3.75 on a 4-point scale.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **97.2%** in 2018 to **97.3%** in 2019.*

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education in 2019 was **95.6%**.

2019-20 State Results: The 4-year graduation rate for students in the class of 2019 graduating in 2019 or earlier as determined by the Minnesota Department of Education was **83.7%**

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically, the data are updated at the end of February/beginning of March.

The Minnesota Department of Education prefers that districts use their graduation rates in the World's Best Workforce report. The four-year graduation rates for the past year are

not available in the early fall so these goals are based on the previous sets of years. As of September 4, 2020, Minnetonka's 4-year graduation rate according to the Minnesota Report Card decreased from **97.2%** in 2018 to **95.6%** in 2019. The Minnesota graduation rate in 2019 was **83.7%**.

The MDE identified that 2.1% (17 students) of the class of 2019 are continuing their education, 0.6% (5 students) dropped out, and 1.6% (13 students) are unknown. In 2018, 1.5% (12 students) were continuing their education, 0.5% (4 students) dropped out, and 0.8% (7 students) were unknown.

Table 13: Minnetonka Graduation Rates by Student Group*

Student Group	Minnetonka Graduation Rate	Minnesota Graduation Rate
Asian	90.7%	87.6%
Black	96.3%	69.9%
Hispanic	100%	69.9%
White	95.6%	88.7%
Two or More Races	100%	72.3%

*American Indian/Native Alaskan student group had too few students to be reported.

Access to Excellent and Diverse Teachers

World's Best Workforce requires districts and charters 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 Minnesota Department of Education defines these categories as follows:

- 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.

In the 2019-20 school year, there were no Minnetonka teachers on performance plans due to not meeting professional teaching standards as defined in the Minnetonka Teacher Evaluation and Growth Model (TDE system). Of the 92 long-term reserves and teachers new to Minnetonka in 2019-20, only 47 of them had three or fewer years of experience. These teachers worked in a range of content areas and grade levels, none disproportionately impacting low income families, students of color, or American Indian students.

Minnesota's Professional Educator Licensing and Standards Board (PELSB) no longer recognizes non-licensed community expert waivers and limited licenses. PELSB created four (4) license tiers: Tier One, Tier Two, Tier Three and Tier Four. A Tier One candidate

has a minimum of a bachelor's degree with supported evidence from an employing school district meeting requirements to teacher in a specific content area. A Tier Two candidate must hold a bachelor's or master's degree and have advanced studies, experience or licensure from another state or country as certified by transcripts and verification forms. A Tier Three candidate must have a Bachelor's or Master's degree, passing scores on the MTLE tests (Minnesota Teacher Licensing Exams) and completion of an approved teacher preparation program in addition to two to three years of teaching experience. Finally, a Tier Four candidate meets all the requirements of a Tier Three candidate, plus has three full years of teaching experience in Minnesota and most recent summative evaluation must not have resulted in an improvement plan.

Teachers who will be teaching in an out-of-field area are required to work with their employing school district to obtain an "Out of Field Permission" or OFP. This is very similar to what used to be called a "variance." A teacher can have up to five (5) OFP's in their teaching career. In Minnetonka, there were 29 teachers teaching one or more class in an area outside of their underlying license. Over one-third of them (9) were teachers in Minnetonka's Immersion program. In some cases, these teachers were licensed in the language (Chinese or Spanish) and were teaching a content area (social studies or language arts). In other cases, the teachers were licensed in the content area and were teaching that content in the second language. An additional 4 teachers were working in special education roles (adaptive physical education, autism spectrum disorders, academic and behavioral strategist). While they had underlying licenses in special education, they did not have these specific licenses. The remaining out-of-field teachers were in the areas of theater, technology education, business education, science and communication/language arts. These out-of-field teachers did not work disproportionately with low income families, students of color, or American Indian students.

Minnetonka prides itself on hiring the very best teachers to meet the needs of our students. The positive side of this belief is that the growth of our Spanish and Chinese Immersion programs over the years has provided a wonderful opportunity to naturally diversify its teacher workforce. Minnetonka strategically hires and assigns students to teachers with the goal of ensuring that students Immersion have the opportunity to have one or more native speakers during their K-5 experience.

Currently Minnetonka employs 260 classroom teachers K-5 across the district, 72 of whom have diverse backgrounds. At the elementary, 27.7% percent of the teacher population is diverse while the student population is approximately 15% percent diverse. At the middle level and high school level the numbers start to shift in the other direction. There are 390 secondary teachers, of whom only 19, less than 5%, would be considered diverse. Minnetonka is actively focusing its efforts to diversify the staff to align the numbers with student population diversity numbers.

One effort in this area has been to strengthen relationships with University partners to identify careers opportunities that exist within Minnetonka early in teacher candidates' journey to employment. Placing teaching candidates with diverse backgrounds in Minnetonka schools system during their student teaching experience is beneficial both to

the teacher and the District. It allows the District the opportunity to secure these candidates long term as teachers and introduces the candidate to the systems and supports for teachers within Minnetonka, making Minnetonka a district of choice for them. The challenge that exists is that most colleges and universities are not producing enough diverse teacher candidates to address this need.

With the Board's emphasis on increasing our recruitment footprint, the Human Resources Department is actively developing plans to be more visible in teacher hiring events and channels that appeal to a more diverse candidate pool. Complicating these efforts is the uncertainty around whether in-person recruiting events will go forward. Whether we can be out in person or not, the District is actively assessing advertising and posting sites that appeal to a wider audience than where we have typically announced our opportunities. By winter, a full slate of posting options and/or recruiting events will be presented to the Board for comment.

An idea from last year was to institute a "Grow Your Own Teachers" program within the high school. This effort was derailed due to the pandemic, but it remains of interest to the new leadership in the Human Resources Department. An organization such as "Future Teachers of America" may be a good fit for our high school community. Part of their program is developed to encourage students of color to pursue teaching as a viable career.

The ultimate goal within the next 3-5 years will be to have system that produces enough viable teacher candidates of color so that the teacher workforce can more closely match the student population in regard to diversity.

Advisory Committee

World's Best Workforce plans and updates were shared regularly with the District Advisory Committee. Advisory Committee members provided feedback and insights into the plans. Those members were:

- Colette Benoit, MHS Student,'21
- Paule Hocker, Parent, Community Member, Scenic Heights Elementary Paraprofessional
- Sara Hunt, Parent, Instructional Technology Coach
- Austin Hunter, MHS Student,'21
- Stephanie Johnson, Parent, Community Member
- Mandy Kasowicz, Supervisor of Student Support Services
- Bryan McGinley, Deephaven Elementary School Principal
- Stephanie Nordstog, Minnetonka Middle School East Assistant Principal
- Ann Redfern, Teacher, Groveland Elementary School
- Dr. Matt Rega, Parent, Director of Assessment
- Diane Rundquist, Parent, Director of Advanced Learning
- Freya Schirmacher, Minnetonka High School Assistant Principal
- Steve Urbanski, Director of Curriculum

- Sara White, Director of Teacher Development

2020-21 Goals and Strategies

The goals for 2020-21 were developed collaboratively with administrators, teachers, and parents of Minnetonka students. These goals are similar to the goals set for 2019-20

Strategies to meet each goal have been developed and will continue to be refined throughout the 2020-21 school year.

All children are ready for school.

Goals

The Minnetonka School District will increase the number of children screened at the age of 3 by **1%** in 2020-21, from **269** in 2018-19 to **272** in 2020-21.

The percentage of Minnetonka Preschool PreK4* children who are meeting or exceeding age expectations** will increase by **1%** across the following literacy objectives regarding demonstrating phonological awareness and phonics skills as measured by the Teaching Strategies GOLD assessment:

- Notices and discriminates rhyme: increase from **94.28%** at the Spring 2018-19 benchmark to **95.28%** at Spring 2020-21 benchmark.
- Notices and discriminates alliteration: increase from **94.29%** at the Spring 2018-19 benchmark to **95.29%** at Spring 2020-21 benchmark.
- Notices and discriminates discrete units of sound: increase from **94.86%** at the Spring 2018-19 benchmark to **95.86%** at Spring 2020-21 benchmark.

*PreK 4 children are age eligible for Kindergarten in Fall 2022.

**Age expectations are defined as their PreK 4 color band or Kindergarten color band, respectively

Strategies

To meet these ambitious goals, MCEC administrators and teachers will engage in targeted marketing and professional learning. To increase the number of children screened, MCEC leaders will market to parents of infants, toddlers, and preschoolers through digital and social media. Additionally, they will direct mail resident families of children who are three years of age. They will partner with area private preschools as well to enhance promotion of screening.

To meet the learning domain goals, all staff will continue to learn more about the GOLD assessment tool. They will create common language and expectations for the use of the tool Teachers will leverage their professional learning communities (PLCs) to discuss the

data collected and how that data will inform practice. Minnetonka Preschool plans to continue the literacy focus that was part of last year's Q-Comp goal – extending it from discriminating rhyme to noticing and discriminating smaller and smaller units of sound including syllables in words and onset-rime segmentation.

Data Sources: Teaching Strategies Gold MARSS; District Census; ECS report; Enrollment data from Annual Reports

All third graders can read at grade level.

Goal

By June 1, 2021, **71.6%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2019 on the MCA-III Reading assessment, **71.5%** of Minnetonka Public Schools students met this goal.

Strategies

The language arts curriculum and literacy interventions are the foundation for meeting this goal. A language arts curriculum aligned to Minnesota Academic Standards for Language Arts, supported by curricular materials such as *Making Meaning*, *Being a Writer*, and *Wilson Foundations*, are designed to provide Tier One support for all students. In addition, *Wilson Just Words*, *Wilson Foundations*, *Leveled Literacy Interventions*, and intervention resources supporting phonemic awareness, phonics, fluency, vocabulary, and comprehension provide Tier Two and Tier Three support, with interventions delivered by reading specialists and student support services personnel.

The *Wilson Reading System*, delivered by Wilson certified teachers, provide Tier Three reading intervention specifically designed to support students with word-level deficits who are not making sufficient progress through their current intervention or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Finally, students who are on Individual Educational Plans (IEPs) receive support through special education services.

The District will begin the language arts curriculum review process following the release of new standards by the Minnesota Department of Education during the fall of 2020. The curriculum review process will include a comprehensive needs assessment, specifically addressing early literacy needs, and will ultimately result in updates to the language arts program in the areas of reading, writing, speaking, listening, and language to meet this goal.

Data Sources: MCA-III Reading, NWEA MAP for Primary in Reading, NWEA MAP Common Core State Standards 2-5, edSpring CES Fluency, Making Meaning and Being a Writer Assessments, Fountas and Pinnell Leveled Literacy Intervention

All racial and economic achievement gaps between students are closed.

Goals

To close the proficiency gap in reading by 2026, **79.8%** of Non-White students will be proficient on the MCA III in Reading in 2021, an increase from **77.6%** proficiency in 2019. White students will increase proficiency from **83.0%** in 2019 to **83.5%** in 2021. This will narrow the gap in proficiency from **5.4%** in 2019 to **3.7%** in 2021.

To close the proficiency gap in math by 2026, **75.3%** of Non-White students will be proficient on the MCA III in Math in 2021, an increase from **73.8%** in 2019. The percent of White students who will be proficient will increase from **81.2%** in 2019 to **81.5%** in 2021. This will narrow the gap in proficiency from **7.4%** in 2019 to **6.1%** in 2021.

Strategies

The Minnetonka curriculum review process will address excellence, diversity, equity, and inclusion, and will include updates during the 2020-21 school year in support of School Board Goal Two focused on excellence and belonging. This process will include a comprehensive review of programs and resources, informed by state and national standards, best practices, and college and career readiness goals, and will ultimately result in revisions to programs to eliminate all achievement gaps. In addition, instructional strategies and materials will continue to be introduced throughout the year in response to identified gaps.

Each year, Director of Assessment Matt Rega meets with grade-level and departmental teams to analyze current achievement gaps and create work plans to narrow those gaps. Teachers carry this work forward within their professional learning communities, PLCs, setting ongoing goals around student learning. Teachers monitor progress in reading and math, and use appropriate interventions to ensure an increase in the percent of students gaining proficiency.

In addition to working with teacher teams, Dr. Rega works with site administrators to analyze MCA data and to strategize on how to increase proficiency in targeted student groups at a greater rate while continuing to increase overall proficiency rates. Individual principals set mutual commitments with Superintendent Dennis Peterson on student achievement.

The following tables illustrate the path to a zero percent proficiency gap:

Table 14: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

Enrolled Oct 1, 2019	2018 Actual	2019 Actual	2020 Goal	2020 Actual	2021 Goal	2024 Target	2026 Target
All Students	82.1%	82.0%	82.3	No data available for 2020 due to COVID19	82.5	82.9%	83.7%
White Students	83.5%	83.0%	83.2		83.5	83.6%	83.7%
Non-White Students	74.3%	77.6%	78.2		79.8%	82.1%	83.7%
Proficiency Gap	9.2%	5.4%	5.0%		3.7%	1.5%	0.0%

Table 15: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

Enrolled Oct 1, 2019	2018 Actual	2019 Actual	2020 Goal	2020 Actual	2021 Goal	2024 Target	2026 Target
All Students	81.2%	79.8%	80.1%	No data available for 2020 due to COVID19	80.3%	80.5%	81.5%
White Students	82.4%	81.2%	81.3%		81.4%	81.5%	81.5%
Non-White Students	74.8%	73.8%	74.4%		77.4%	79.5%	81.5%
Proficiency Gap	7.6%	7.4%	6.9%		4.0%	2.0%	0.0%

Minnetonka School Board Goal 2: Excellence and Belonging - Diversity, Equity, Inclusion, outlines its commitment to understand factors impacting academic performance and to discover strategies for closing all achievement gaps. Strategies for 2020-21 will include:

- An in-depth review of board vision and district policies along with associated practices using a lens of excellence, diversity, equity, and inclusion.
- Evaluate the curriculum review process to ensure it embraces excellence, diversity, equity, and inclusion. This includes adding materials as appropriate where there are gaps in the curriculum.
- Train all staff, students, and school board members regarding excellence, diversity, equity, and inclusion.

Data Sources: NWEA in Reading; NWEA in Math; MCA-III Reading; MCA-III Math; EdSpring

All students are ready for career and college.

Goal

The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **97.0%** in 2020 to **97.1%** in 2021.

Strategies

Minnetonka Public Schools is committed to ensuring that all parents have the knowledge and tools to support their children as they make decisions about their future plans. In 2018-19, School Board Goal Three focused on personalize pathways to success E-12. Beginning in middle school, through the web-based resource called *Naviance Student*, students can:

- Explore their strengths and interests with a variety of self-discovery assessments
- Get involved in the planning of their future based on these strengths and interests
- Build a portfolio, complete online surveys, understand the intricacies of making decisions about colleges and careers
- Research colleges and careers
- Set goals for the future

To ensure the successful implementation of Naviance Student at the secondary level, counselors developed and revised unit plans and lessons to provided a road map for student engagement. The following is a summary of the “touch points” at each grade level. In addition, counselors meet regularly with students to ensure that they understand pathways and course options, including, at the high school level, trades, technical schools, and higher education options.

Grade Six:

1. About Me Survey
2. Meet the Counselor
3. Positive Climate
4. Learning Styles Lesson and Inventory
5. End of Year

Grade Seven:

1. About Me Survey
2. Courage Retreat
3. Strengths Explorer Lesson and Inventory
4. Positive Climate
5. End of Year

Grade Eight:

1. About Me Survey
2. Career Key Lesson and Inventory
3. Career Day
4. Positive Climate
5. Ninth Grade Transition and Registration Lesson
6. End of Year

Grade Nine:

1. Ninth Grade Individual Meetings
2. Strengths Explorer Review

Grade 10:

1. Career Interest Profiler
2. Review of Past Inventories
3. Counselor Meetings

Grade 11:

1. My Game Plan
2. Road Trip Nation
3. Career Clusters
4. Do What You Are
5. Counselor Meetings

Grade 12:

1. Seminar and Applications
2. Counselor Meetings

High school counselors are using information from the middle school assessments to facilitate student planning conversations throughout the year. Additionally, the Career Interest Profiler in Grade Ten and the Game Plan Survey in Grade Eleven provide a road map for career and college. The Career Interest Profiler allows students to discover career clusters that are a good fit for them, and subsequent careers that they found interesting. This may also be used as a foundation for selecting courses or programs for junior and senior years. The Game Plan survey is designed to launch the post-high school process. In their senior year, students are also invited to participate in the National College Fair field trip. This year the National College Fair will be held virtually.

School counselors and administration continue to communicate how the Naviance tools and counseling programs support students, encouraging families to engage with the tools before, during and after key learning experiences. As students enter Sixth Grade, school counselors begin familiarizing families with the resources in multiple ways, including newsletters, emails, Schoology messages, Explain Everything videos, PTO presentations. This family engagement continues at every grade level.

In support of the Minnetonka School Board Goal Two during the 2019-20 school year, the District engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. A comprehensive process involving student focus groups, a trades advisory board, staff and administrators, has resulted in the creation of the Momentum program and the following opportunities for the 2020-21 school year:

- Two new courses that fulfill core requirements (Metal Sculpture [art credit] and The Physics of Home Renovation [science physics credit])
- Professional guest speakers and panel presentations
- Connections to local businesses
- Increased awareness of trade and technical school offerings
- A Senior Capstone experience for students who complete an advanced-level course

The District continues to prioritize personalizing learning for students and creating multi-modal, inquiry-based, and experiential learning experiences for students.

Data Sources: PSAT; ACT; Skyward (for IB/AP enrollment data); Naviance

All students graduate from high school.

Goal

The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **95.6%** in 2019 to **95.7%** in 2020.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March.

Strategies

Counselors, administrators, and teachers will monitor student progress towards graduation requirements and will intervene when necessary. They will monitor classroom assessment performance on a regular basis. Academic assistance is available through MAST (Minnetonka Academic Success Time), through Academic Anchors, through the Writing Center, and the Math Center.

Data Sources: Skyward; edSpring; Minnesota Department of Education

SUMMARY

The World's Best Workforce legislation aligns with Minnetonka's vision for all students' extraordinary achievement in the classroom and in life. World's Best Workforce provides a template for the District to report on its goals, strategies, and results. In 2018-19, Minnetonka met or partially met goals in four of the strategic areas. Goals and strategies for 2019-20 have been set.

RECOMMENDATION/FUTURE DIRECTION:

This report is submitted for the School Board's information.

Submitted by: 
Sara White, Director of Teacher Development

Concurrence: 
Dennis Peterson, Superintendent