

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

Title: World's Best Workforce Annual Meeting

Date: December 7, 2023

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 2022-23 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 2023-24 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 long standing strategic focus for Minnetonka School District.

The World's Best Workforce legislation requires districts to set goals focused on five key areas:

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. Reports on those programs are shared with the board periodically. Equitable access to excellent teachers is unique to this report alone.

2022-23 Goals and Results

In the fall of 2022, 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 District goals based on District start values, which often is significantly higher than other Minnesota districts. These goals are shared with sites to guide the development of their Q-Comp goals and professional learning plans. The goals from 2022-23 and their results follow.

All Children Ready for School

Goal 1: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from **82.4%** in fall 2022 to **85.0%** by October 2023.

Results: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener decreased from **82.4%** in fall 2022 to **80.6%** by October 2023.

2022-23 State Results: State comparisons are not available.

Analysis:

Based on the results of the FastBridge Early Reading Screener, school staff analyzed the results from each of the four subtests that comprise the overall composite score used to determine risk levels. The four subtests are letter names, letter sounds, concepts of print, and onset sounds. These early literacy concepts provide the foundation for students to learn to read. Teachers then use strategies to support student learning based on individual needs within the specific strands. For example, if a student did not demonstrate readiness within the letter sound strand, then the teacher would use instructional strategies to target letter sound recognition with this student.

All Third Graders Can Read at Grade Level

Goal: By June 1, 2023, **67.2%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2022 on the MCA-III Reading assessment, **64.8%** of Minnetonka Public Schools students met this goal.

Results: By June 1, 2023, **69.1%** of students in Minnetonka Public Schools in Grade 3, met or exceeded proficiency on the MCA-III Reading.

2022-23 State Results: By June 1, 2023, 47.1% of students in Minnesota schools in Grade 3 met or exceeded proficiency on the MCA-III Reading.

Analysis: With the increased focus on literacy beginning in 2022-23, reading proficiencies surpassed the goal. Students in grades K-3 are taught a range of foundational skills and strategies across the five pillars of literacy through District curriculum and apply these strategies within the context of specific classroom instructional experiences and practices. Teachers use benchmark and formative assessments to identify and respond to individual student learning needs.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2026, **73.3%** of Non-White students will be proficient on the MCA III in Reading in 2023, an increase from **70.1%** proficiency in 2022. White students will increase proficiency from **74.1%** in 2022 to **76.5 %** in 2023. This will narrow the gap in proficiency from **4.0%** in 2022 to **3.2%** in 2023.

Results: On the MCA III in Reading in 2023, **69.5 %** of Non-White students met or exceeded proficiency, a decrease from **70.1%** proficiency in 2022. White students increased proficiency from **74.1%** in 2022 to **75.6%** in 2023. This widened the gap in proficiency from **4.0%** in 2022 to **6.1%** in 2023.

2022-23 State Results: Of the state's white students who took the MCA-III in Reading, **58.3%** were proficient. Of the non-white students, **35.2%** were proficient. The gap was **23.1%**.

Analysis: Setting goals around closing the achievement gaps is complex. To reduce a gap, the student groups must increase achievement at disproportionate rates. On the MCA III in Reading Non-White students experienced a slight decrease in their proficiency, and White students experienced a slight increase, widening the achievement gap. According to the results below, the gap increased by **2.1%**. Teachers used formative assessments to make timely adjustments in instruction in relation to the essential learnings aligned to state standards. In addition, through the MTSS framework, students with identified reading needs received intervention based on specific literacy skills. The needs were identified through assessments such as FastBridge CBM Reading, NWEA-MAP Reading, and MCA Reading. As needed, students were also assessed using the WIST and WADE, diagnostic assessments, to determine potential intervention for characteristics of dyslexia.

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

	2022 Goal	2022 Actual	2023 Goal	2023 Actual	2024 Projected Target
White Students	78.7%	74.1%	76.5%	75.6%	83.6%
Non-White Students	72.7%	70.1%	73.3%	69.5%	82.1%
Proficiency Gap	5.0%	4.0	3.2%	6.1%	1.5%

A comparison of Minnetonka to the state of Minnesota from the past two years is provided below for perspective. The State of Minnesota experienced decreases in proficiency rates among all student groups. Minnetonka’s proficiency gap increased by **2.1%** from **4.0%** to **6.1%**, while the state gap increased from **23.0%** to **23.1%**. Minnetonka students in the White Student group increased by **1.5%**, while students in the Non-White group showed a decrease of **0.6%**. The table below illustrates that Minnesota’s proficiency gap, **23.1%**, continues to be much greater than Minnetonka’s proficiency gap, **6.1%**.

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

	Minnetonka 2022	Minnesota 2022	Minnetonka 2023	Minnesota 2023
All Students	73.3%	51.0%	74.2%	49.7%
White Students	74.1%	59.3%	75.6%	58.3%
Non-White Students	70.1%	36.3%	69.5%	35.2%
Proficiency Gap	4.0%	23.0%	6.1%	23.1%

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	Two or More Races	White
Minnetonka 2023	81.5%	83.8%	39.3%	62.0%	75.5%	75.6%
Minnesota 2023	31.2%	44.1%	29.9%	29.1%	49.7%	58.3%

Goal 2: To close the proficiency gap in math by 2026, **72.0%** of Non-White students will be proficient on the MCA III in Math in 2023, an increase from **68.7%** in 2022. The percent of White students who will be proficient will increase from **73.7%** in 2022 to **74.5%** in 2023. This will narrow the gap from **5.0%** to **2.5%**.

Results: On the MCA III in Math in 2023, **70.8%** of Non-White students met or exceeded proficiency, an increase from **68.7%** proficiency in 2022. White students increased proficiency from **73.7%** in 2022 to **77.1%** in 2023. This widened the gap in proficiency from **5.0%** in 2022 to **6.3%** in 2023.

2022-23 State Results: On the MCA III in Math in 2023, **28.4%** of Non-White students were proficient and **55.1%** of White students were proficient, a proficiency gap of **26.7%**.

Analysis: Although both student groups increased their proficiency, the proficiency rates increased disproportionately resulting in an increase in the proficiency gap on the MCA III in Math. Overall, results for Minnetonka’s ethnic student groups show solid performances compared to the state.

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

	2022 Goal	2022 Actual	2023 Goal	2023 Actual	2024 Projected Target
White Students	73.5%	73.7%	74.5%	77.1%	81.5%
Non-White Students	71.4%	68.7%	72.0%	70.8%	79.5%
Proficiency Gap	2.1%	5.0%	2.5	6.3%	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 2022	Statewide 2022	Minnetonka 2023	Statewide 2023
All Students	72.7%	44.6%	75.8%	45.3%
White Students	73.7%	54.2%	77.1%	55.1%
Non-White Students	68.7%	27.7%	70.8%	28.4%
Proficiency Gap	5.0%	26.5%	6.3%	26.7%

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. The table below shows proficiency on the MCA III in Mathematics by student group as compared to the state proficiency rates. In the table below, it is evident that student groups in Minnetonka have much higher proficiency rates than their peers at the state level. The proficiency gap between Minnetonka’s student groups and Minnesota’s student groups ranged from **12.4%** (African-American student group) to **55.7%** (American Indian).

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

	American Indian	Asian	African- American	Hispanic	Two or More Races	White
Minnetonka 2023	78.6%	88.3%	32.5%	59.2%	78.3%	77.1%
Minnesota 2023	22.9%	42.0%	20.1%	22.6%	42.7%	55.1%

Recognizing that the connection students feel towards their teachers, schools, and communities is integral to student learning and development, the District continued its commitment to excellence and belonging. In order to ensure each student experiences a sense of belonging as a valued member of our school community, the District provided professional learning for teachers and administrators. In the 2022-23 school year, the District continued its efforts on developing a foundation for each student to experience belonging through the Search Institute’s Developmental Relationships Framework.

Developmental Relationships activities and strategies were provided to teachers throughout the school year. The activities and approaches align with the five elements of the Developmental Relationships Framework: Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities. Principals identified focus areas for their sites based on feedback from students and staff members.

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 readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT will increase from **62.9%** in 2022 to **63.9%** in 2023.

Results: The percentage of all students in Grade 12 at Minnetonka High School in 2022-23 who took the ACT who met or exceeded the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT decreased from **62.9%** in 2022 to **61.0%** in 2023.

2022-23 State Results: The percentage of all students in Grade 12 in Minnesota in 2022-23 who took the ACT who met or exceeded the readiness for college level coursework in all four areas was **26.7%**.

Analysis:

With a decreased emphasis from post-secondary schools requiring or making admission decisions based on ACT scores, fewer Minnetonka students have participated in the ACT. Last year, there were **637** Minnetonka test takers, which was a significant drop compared to pre-COVID years (2019: **726**, 2018: **760**). The decrease in the number of test takers is a result of colleges/universities communicating that they would not be requiring an ACT score. This affected the number of students taking the test as well as those taking the test multiple times. There was a slight rebound in ACT participation in the past two years in which participants increased from **587** to **637**, increasing the percentage from **72.9 percent** to **76.5 percent**. Of the **915** students in the Class of 2023, only **456** took the test their junior year, which is the lowest percentage of students who have taken the test since the state required the test be offered to all Eleventh Graders. Also, for many Minnetonka students, this was the one and only time they took the ACT during their high school career.

Finally, the drop in overall composite is mainly due to the higher percentage of students scoring at lower levels, which has been a phenomenon since the state requirement for all juniors to be scheduled to take the ACT according to state legislation.

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 **96.4%** in 2021 to **97.1%** in 2022.*

*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 of the following year.

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education increased from **96.4%** in 2021 to **96.6%** in 2022.*

2021-22 State Results: In Minnesota, **83.6%** of students in the Class of 2022 graduated in 2022.

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 October 20, 2023 Minnetonka's 4-year graduation rate according to the Minnesota Report Card increased from **96.4%** in 2021 to **96.6%** in 2022. The Minnesota graduation rate in 2022 was **83.6%**.

The MDE identified that **1.9%** (16 students) of Minnetonka High School's class of 2022 are continuing their education, **0.7%** (6 students) dropped out, and **0.8%** (7 students) are unknown.

Table 13: 2022 Graduation Rates by Student Group*

Student Group	Minnetonka Graduation Rate	Minnesota Graduation Rate
Asian	100.0%	87.2%
Black	84.8%	73.5%
Hispanic or Latino	95.5%	69.3%
White	97.1%	88.4%
Two or More Races	97.0%	79.2%

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

Analysis:

In the 2022-2023 school year, Minnetonka High School counselors and administrators continued their efforts to ensure that all students graduate. They increased communication with both families as well as individual students. Students who were at risk for not graduating met weekly with their counselor or administrator. Knowing how important school attendance is in both meeting learning goals as well as graduating, counselors and administrators monitored attendance closely.

Equitable Access to Effective 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 2022-23 school year, there were no Minnetonka teachers on performance plans due to not meeting professional teaching standards as defined in the Minnetonka Growth and Evaluation Model (M-GEM), Minnetonka's teacher development and evaluation program. Of the **106** teachers new to Minnetonka in 2022-23, **44** 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 teach 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. A teacher can

have up to five (5) OFP's in their teaching career. In Minnetonka in 2022-23 there were **27** teachers, or around **3%** of District staff, teaching one or more classes in an area outside of their underlying license. Nine (**9**) of the OFP teachers were either teachers in Minnetonka's Immersion or English Language Learning program. In all of these cases, the teachers were licensed in the language (Chinese or Spanish or English language) and also teaching a content area (social studies or language arts or ELL) in the target language. In 2022-23, **1** teacher was teaching reading, **2** teachers were teaching preschool and **3** teachers were teaching secondary sciences, and another **8** were in technology, business, theater arts or family and consumer studies, which are very difficult areas to staff. Of the remaining OFP licensed teachers, **4** were working in special education roles (physical and health disabilities, work based learning, autism spectrum disorders, and academic and behavioral strategist). While these teachers had underlying licenses in special education, they did not have these specific licenses. 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. In 2022-23, Minnetonka employed 900 classroom teachers across the district, and about **7.2%** identify as BIPOC; in addition **23.1%** of our students are from racially diverse backgrounds. In order to achieve better alignment between staff and student demographics, Minnetonka is actively focusing its recruiting efforts on these populations, while still seeking out the very best teachers in the market to join our team.

Minnetonka enrolled in MDE's relaunched "Come Teach in MN" program which is aimed at attracting and retaining a racially, ethnically, and linguistically diverse teacher workforce. This program is targeted for FY24 and FY25 school years. More details about the program launch are still being discussed and will be released in the future.

Minnetonka Public Schools proactively recruited during 2022-23. Minnetonka hosted its first operations job fair focused on recruiting non-licensed positions, attended job fairs including those with a diversity focus and we partnered with a diversity recruiting agency, and to help increase staffing diversity through those actions and other initiatives. Minnetonka Public Schools received a certificate from Diversity Recruitment Partners acknowledging the District's commitment to Diversity, Equity and Inclusion. The District actively recruited on LinkedIn and featured Minnetonka staff and re-stated the District's commitment to attracting diverse talent. Minnetonka Public Schools continues to participate in Come Teach in Minnesota.

Advisory Committee

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

- Amy LaDue, Associate Superintendent of Instruction
- Christine Breen, Executive Director of Special Education

- Paula Calleja, MHS Student
- Maria Chopite, Minnewashta Spanish Immersion Teacher, Spanish Immersion Department Chair
- Amanda Fay, Director of Instructional Technology and Media Services
- Paule Hocker, Parent, Community Member
- Sara Hunt, Parent, Teacher on Special Assignment/Instructional Technology Coach
- Stephanie Johnson, Parent, Community Member
- Karen Jordan, Parent, Community Member
- Paige Koehnen, Teacher, Grade 1, Clear Springs
- Erin Kopischke, Reading Teacher-Spanish Immersion, Groveland
- Stephanie Nordstog, Parent
- Nicholas Quintana, MHS Student
- Matt Rega, Parent, Director of Assessment
- Emily Rosengren, MHS Assistant Principal
- Diane Rundquist, Parent, Director of Advanced Learning
- Meghan Selinger, School Board Member (2023 T&L Advisory Representative)
- Steve Urbanski, Director of Curriculum
- Lisa Wagner, School Board Member (2022 T&L Advisory Representative)
- Sara White, Director of Teacher Development

2023-24 Goals and Strategies

The goals for 2023-24 are developed collaboratively and include involvement of stakeholders including administrators, teachers, parents, and students.

Strategies to meet each goal have been developed and will continue to be refined throughout the 2023-24 school year.

All children are ready for school.

Goal 1: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from **80.6%** in fall 2023 to **82.6%** by October 2024.

Strategies

For the past two years, Minnetonka kindergarten students have taken the Fastbridge Early Reading Screener. On this assessment, students are identified as Low Risk, Some Risk, and High Risk. The fall screener score reflects an overall composite based on four subtests: letter sounds, onset sounds, concepts of print, and letter names. Students are reassessed in winter and spring to gauge growth.

Teachers will use the eduCLIMBER early warning system to respond to needs of students as early as kindergarten. In addition, teachers will be able to track student progress from preschool, if the student attended Minnetonka's ECFE or ECSE preschool programs.

Parent education about kindergarten readiness can begin as early as preschool for many students in Minnetonka. In addition, elementary schools provide information to families regarding kindergarten readiness prior to entering kindergarten. The Minnetonka District is able to leverage this support to continue parent education with regards to supporting their students in preparation for entering kindergarten regardless of whether a student enters the English or Language Immersion programs.

Table 14: Percentages of Students by Risk Rate on the Fastbridge Early Reading Screener

Fall Screener	Percent at Low Risk (Green)	Percent at Some Risk (Yellow)	Percent at High Risk (Red)
2021-2022 All	82.4%	15.1%	2.4%
2021-2022 English	76.5%	19.5%	4.1%
2021-2022 Immersion	88.8%	10.5%	0.7%
Spanish	89.6%	10.0%	0.3%
Chinese	86.2%	11.9%	1.8%
2022-2023 All	84.6%	15.4%	0.0%
2022-2023 English	82.3%	17.7%	0.0%
2022-2023 Immersion	86.8%	13.2%	0.0%
Spanish	87.1%	12.9%	0.0%
Chinese	85.7%	14.3%	0.0%
2023-2024 All	80.6%	15.5%	4.0%
2023-2024 English	69.7%	22.7%	7.6%
2023-2024 Immersion	90.5%	8.8%	0.7%
Spanish	89.8%	9.6%	0.6%
Chinese	92.9%	6.1%	1.0%

To promote early literacy, Minnetonka Early Childhood and Early Childhood Special Education teachers will continue to deepen their understanding of the Early Childhood Indicators of Progress related to literacy. Working as a collective, teachers and administrators will identify the essential learnings for each preschool level. They will use common language and expectations to increase student literacy. Teachers will leverage their professional learning communities (PLCs) to discuss the data collected and how that data will inform practice. In addition, staff will expose students to pre-literacy activities through the use of evidenced based instructional practices and resources, as well as partnering with parents to promote early literacy development in the home environment for those students who are enrolled in ECFE or Early Intervention. To better understand the impact Minnetonka Preschool has on pre-literacy development, the building leadership team is exploring alternative assessment options, such as the Individual Growth Developmental Indicators (IGDIs).

Data Sources:

Fastbridge Early Reading - English; Minnesota Report Card

All third graders can read at grade level.

This goal is no longer addressed through World's Best Workforce.

All racial and economic achievement gaps between students are closed.

Goal 1: To close the proficiency gap in reading by 2027, **72.4%** of Non-White students will be proficient on the MCA III in Reading in 2024, an increase from **69.5%** proficiency in 2023. White students will increase proficiency from **75.6%** in 2023 to **77.0%** in 2024. This will narrow the gap in proficiency from **6.1%** in 2023 to **4.6%** in 2024.

Goal 2: To close the proficiency gap in math by 2027, **73.5%** of Non-White students will be proficient on the MCA III in Math in 2024, an increase from **70.8%** in 2023. The percent of White students who will be proficient will increase from **77.1%** in 2023 to **78.1%** in 2024. This will narrow the gap in proficiency from **6.3%** in 2023 to **4.6%** in 2024.

Strategies

One tool that teachers will use is Renaissance's eduCLIMBER software. This is a tool that will help teachers identify students who are performing far below standards, performing slightly below standards, meeting standards, or exceeding standards. An important feature of this tool is to give teachers the ability to review multiple student data sources which may create a clear profile for each of their students related to a specific content area. Teachers will align what they learn from the FastBridge, MCA and NWEA results in a timely and user-friendly manner to determine students' instructional needs. Teachers will analyze the results, and then use the instructional resources available to them to be responsive to the students' needs based on the data.

In addition to using the eduCLIMBER software, teachers will have resources available to them from the University of Minnesota CAREI organization. Teachers will be using the MTSS framework and evidence based strategies, with an emphasis in the area of literacy development, to ensure student academic and social and emotional growth.

Additionally, professional development learning opportunities will be identified and offered throughout the year to further support teachers in literacy. This will include professional development sessions focusing on Tier I literacy and math intervention and intensive sessions focusing on Tier II and Tier III intervention, including Wilson Reading strategies. New intervention teachers will also receive more intensive coaching as they begin working with intensive intervention programs such as the Wilson Reading System.

Finally, in addition to the robust MTSS programming, supplemental programming such as tutoring and enrichment opportunities will be offered throughout the year for students.

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

Table 18: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2022 Actual	2023 Goal	2023 Actual	2024 Goal	2025 Target	2027 Target
White Students	74.1%	76.5%	75.6%	77.0%	78.0%	78.5%
Non-White Students	70.1%	73.3%	69.5%	72.4%	75.0%	78.5%
Proficiency Gap	4.0%	3.2%	6.1%	4.6%	3.0%	0.0%

Table 19: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2022 Actual	2023 Goal	2023 Actual	2024 Goal	2025 Target	2027 Target
White Students	73.7%	73.5%	77.1%	78.1%	78.8%	79.5
Non-White Students	68.7%	71.4%	70.8%	73.5%	75.7%	79.5
Proficiency Gap	5.0%	2.1%	6.3%	4.6%	3.1%	0.0%

Data Sources: MCA-III Reading; MCA-III Math; Minnesota Report Card

All students are ready for career and college.

Goal: Prior to graduation, **89.0%** of students at Minnetonka High School graduating in June 2024 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses;
3. Demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course.

Of students graduating in 2023, **88.0%** met this benchmark. This year's goal is that of students graduating in 2024 from Minnetonka High School, **89.0%** will have met this threshold.

Strategies

In 2022-23, baseline data was collected for students demonstrating readiness for post-high school studies and careers in two of the three following benchmarks by the end of 12th grade: (1) demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT; (2) demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses; (3) demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course. Ultimately, these benchmarks will be predictive of student preparedness for post-high school studies and careers. Minnetonka students will be better equipped to pursue a fulfilling pathway after high school due to greater exposure to rigorous coursework, and a wider range of trades-based learning experiences.

The first step to guiding students in selecting courses that will best prepare them for college or career is to ensure that students understand the options available to them. Counselors are pivotal in this process. Through registration seminars - including registration seminars for incoming freshmen - counselors meet with every single student. In their 45-minute seminar, counselors highlight the many options available to them in Minnetonka's comprehensive school of opportunities. They encourage students to identify interests and passions that align with course offerings. They encourage students to reflect on both their life outside of school as well as their academic priorities so that they do not overextend themselves. They emphasize which courses may lead to college credit.

Minnetonka High School also introduced Launch: Strategies for Success. It is a workshop for all students taking an advanced course for the first time that assists students in developing skills in time management, organization, studying, wellness and more.

One strategy that was employed in the 2022-23 school year that has already shown great returns was the VANTAGE Diversity Task Force. VANTAGE students often talk about a "sense of community" as one of the important intangibles of the experience. Building a community with diverse students helps VANTAGE students embrace different perspectives, backgrounds, and heritage. A diverse student community benefits all students by promoting creativity, deeper learning, and critical thinking, to name a few.

Historically, Black and Hispanic students at MHS have not chosen the VANTAGE program at the same rate as students from other racial backgrounds. While Black and Hispanic students are currently over **10%** of the student body at MHS, they represented only **4%** of the students at VANTAGE.

VANTAGE created a Diversity Task Force to help understand this issue and address the problem. They recruited five VANTAGE students of color and ran a series of discussions. They learned that one of the reasons students of color don't register for VANTAGE is simply because they don't know a lot of students of color in the program and didn't think it was a fit for them.

The Diversity Task Force ran information sessions with the Men of Color and Women of Color student groups. They explained that VANTAGE has been a great experience for them and that they have found it to be a very welcoming community. In the weeks following these info sessions, the students answered questions and provided guidance on the choices related to enrolling in VANTAGE.

As a result of the Diversity Task Force and the exposure to the Men of Color/Women of Color student groups, VANTAGE student of color enrollment grew **133%**. In 2022-23, **18** VANTAGE students were Black, Hispanic, or Native American. For the 2023-24 school year, **42** students from these backgrounds are enrolled. Although there is more work to do, students participating in VANTAGE are much closer to the racial demographics of MHS.

In addition to strategies with students, the District also strategizes increasing communication with families. Minnetonka Public Schools is committed to ensuring that all families have the knowledge and tools to support their children as they make decisions about their future plans. The District continues to support personalized pathways to success E-12. Beginning in middle school and extending through high school, students:

- Explore their strengths and interests with a variety of self-discovery assessments in the *Naviance Student* program
- 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

Naviance Student has been foundational in creating a path for school counselors at the secondary level to engage with and support their students as they plan for college and career. Counselors developed unit plans and lessons based on developmental milestones for students. 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.

High school counselors use 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. 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.

In support of Minnetonka School Board Goals, the District has 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: Minnetonka Design and Skilled Trades program and the following opportunities. As part of the MOMENTUM design and skilled trades program, students can look forward to rich learning opportunities, such as:

- Guest speakers & panel presentations
- Connections to local businesses
- Information about trade certifications
- On-ramps to trade and technical schools
- Senior Capstone experience for students who complete an advanced-level course

MOMENTUM pathways continue to expand with the introduction of new courses, such as Aviation I and II.

The District continues to prioritize personalizing learning for students and create multi-modal, inquiry-based, and experiential learning experiences for students. These experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced as part of the curriculum review process.

Data Sources: ACT; Skyward (for IB/AP/VANTAGE/MOMENTUM 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 **97.1%** in 2022 to **97.3 %** in 2023.*

*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 of the following year.

Strategies

Minnetonka High School administrators, counselors, teachers, and academic support staff are committed to ensuring that each student has the supports and scaffolds they

need to find both academic and social success. To that end, high school counselors meet individually with each senior to gauge their progress towards graduation and identify any areas that may need additional support. As their senior year progresses, counselors provide increasing levels of support to students most vulnerable to not graduate. While this support typically starts with an individual conference between the counselor and student, it may escalate to include families and administrators. In addition to counselors monitoring student academic progress regularly to identify students who are struggling, individual teachers increase their communication with families when students struggle.

Additionally, MHS has affinity groups for traditionally marginalized student populations in order to create stronger connections to the school and to increase the sense of belonging.

Data Sources: Skyward; MARSS; Minnesota Report Card

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 2022-23, Minnetonka met or partially met goals in one of the strategic areas. Goals and strategies for 2023-24 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: _____
David Law, Superintendent