

REPORT

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

Title: World's Best Workforce Annual Meeting

Date: October 7, 2021

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 2020-21 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 2021-22 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 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.

2020-21 Goals and Results

In the fall of 2020-21, 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. Because standardized assessments were limited in the spring of 2020, most goals from the 2020-21 school year used start values from the spring of 2019.

Minnetonka sets District goals based on District start values, which often is significantly higher than most districts. These goals are shared with sites to guide the development of their Q-Comp goals and professional learning plans. The goals from 2020-21 and their results follow.

During the 2020-21 school year, Minnetonka School District teachers, staff, and administrators made extraordinary efforts to ensure high levels of learning in each model of learning. The Minnetonka community of parents, family members, and caregivers also took extraordinary measures to support their children's learning. Despite their persistence in these unprecedented times, COVID-19 negatively impacted educational outcomes in terms of performance on standardized assessments.

All Children Ready for School

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

Results: The Minnetonka School District decreased the number of children screened at the age of 3, by 12%, from **178** students screened in 2019-March, 2020 to **156** students screened in 2020-21 (42% decrease from **269** children screened in 2018-2019).

2020-21 State Results: The state's screening results also demonstrate a decrease in the number of 3-year-old children screened during the Pandemic. In 2018-2019, there were 28,570 3-year-olds screened statewide, in 2019-2020 there were 20,939 students screened, and in 2020-2021 there were 15,466 students screened. From 2019-2020 to 2020-2021 there was a 26% decrease in the number of 3-year-olds screened (47% decrease from 28,570 students in 2018-2019).

Analysis: Early Childhood Screening was made available in-person throughout the entire 2020-2021 school year, unlike several surrounding districts who moved their screening platforms to virtual. However, due to the pandemic, it is presumed that not as many parents were comfortable bringing their children to non-essential appointments, such as early childhood screening. Therefore, the number of 3-year-olds screened decreased from 178 in 2019-March 2020 (when screening was suspended) to 156 in 2020-2021. This is a 12% decrease in the number of 3-year-old children screened. However, this decrease is significantly smaller than the statewide decrease of 26% between 2019-2020 and 2020-2021. When comparing the 2018-2019 year (pre-pandemic) to the 2020-2021

school year, Minnetonka's decrease was substantial (42%). However, it was not quite as significant as the statewide decrease (47%).

To encourage parents to participate in early childhood screening, information was given to parents upon registering for Minnetonka Preschool, when entering an Early Childhood Family Education (ECFE) class and promoted throughout the Community Education catalogue. A direct mailing was also given to all families of children who turned three during the 2020-2021 school year.

Goal 2: 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 PreK4 color band or Kindergarten color band, respectively

Results: PreK4 children met one of the three goals.

- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in "Notices and Discriminates Rhyme" decreased from the Spring 2018-19 benchmark of **95.28%** to **91.96%** at the Spring 2020-21 benchmark.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in "Notices and Discriminates Alliteration" decreased from the Spring 2018-19 benchmark of **94.29%** to **91.96%** at the Spring 2020-21 benchmark.
- The percentage of Minnetonka Preschool PreK4 children who met or exceeded age expectations in "Notices and Discriminates Discrete Units of Sound" increased from the Spring 2018-19 benchmark of **94.68%** to **95.53%** at the Spring 2020-21 benchmark.

2020-21 State Results: State data is not available on this goal.

Analysis: It is expected that the COVID mitigation strategies in place throughout the school year last year negatively impacted both "Notices and Discriminates Rhyme" and "Notices and Discriminates Alliteration". Observation of others' mouths when learning letter and sound formation is a large component of being able to notice and discriminate

rhyme and alliteration. All adults were required to wear face coverings, and while preschool students were not required to wear them, many did.

Social distancing measures also impacted instructors' abilities to spend intentional one on one time with students to develop skills. In order to reduce exposure students were spread apart and many of the natural interactive learning opportunities between children were not available

Approximately half of the students in this cohort were new to Minnetonka Preschool and the other half were a part of Minnetonka Preschools 3's program and experienced an abrupt ending to their previous school year. The complexity of learning in an active pandemic added additional stressors for all involved. This cohort presented a high need for social and emotional learning and teachers quickly pivoted to focus on these needs throughout the school year.

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.

Results: In 2021, **66.6%** of grade 3 students met or exceeded proficiency on the MCA-III Reading assessment.

2020-21 State Results: In 2021, **48.2%** of grade 3 students statewide met or exceeded proficiency on the MCA-III Reading assessment.

Analysis: It is expected that students would experience a drop on a standardized test that measures grade level content knowledge during the Pandemic. Clearly, there is unfinished learning that students will need to revisit during the current school year, as they begin the next grade level. However, it is encouraging to see that Minnetonka students at the elementary level were not as impacted academically by the Pandemic as many of their same grade counterparts statewide. Among elementary students, the state showed a larger drop in proficiency percentage compared to Minnetonka students. It is difficult to understand all the variables that contributed to the drops in proficiency percentages, however, Minnetonka students participated at a higher rate on the MCAs than most of the comparable metro area school districts. This could have impacted the overall mean scale scores and rates of proficiency.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: 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.

Results: On the MCA-III Reading Assessment in 2021, **69.9%** of Non-white students were proficient and **75.5%** of White students were proficient, a proficiency gap of **5.7%**.

2020-21 State Results: On the MCA-III Reading Assessment in 2021, **37.0%** of Non-white students were proficient and **59.4%** of White students were proficient, a proficiency gap of **22.4%**.

Analysis: 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, goals were set on 2019 data. In 2021, there was a drop in proficiency in both student groups, with Non-White students' proficiency having a greater decrease. As a result, the proficiency gap in reading grew slightly.

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

	2019 Actual	2020 Goal	2020 Actual	2021 Goal	2021 Actual	2024 Projected Target
All Students	82.0%	82.3%	No data available for 2020 due to COVID19	82.6%	74.5%	82.9%
White Students	83.0%	83.2%		83.5%	75.5%	83.6%
Non-White Students	77.6%	78.2%		79.8%	69.9%	82.1%
Proficiency Gap	5.4%	5.0%		3.7%	5.6%	1.5%

A comparison of Minnetonka to the state of Minnesota from the past two years is provided below for perspective. Both students in Minnetonka and the State of Minnesota experienced decreases in proficiency rates among all student groups due to the COVID pandemic. The table below illustrates that Minnesota's proficiency gap, **22.4%**, increased at a greater rate than Minnetonka's proficiency gap, **5.6%**.

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

	Minnetonka 2019	Minnesota 2019	Minnetonka 2021	Minnesota 2021
All Students	82.0%	59.6%	74.5%	52.3%
White Students	83.0%	67.9%	75.5%	59.4%
Non-White Students	77.6%	46.1%	69.9%	37.0%
Proficiency Gap	5.4%	21.8%	5.6%	22.4%

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 2021	33.3	83.9	35.5	65.9	75.5
Minnesota 2021	26.7	49.6	30.1	30.8	59.4

Students in Minnetonka consistently surpass their peers nationally on the NWEA Assessments as well as 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. Fall scores are reported as NWEA does not have norms by ethnicity available for spring assessments.

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

	Fall 2020 Black	Fall 2019 Black	Fall 2018 Black	Fall Black National Norms	Fall White National Norms
K	143.9	142.7	148.9	Norms begin Grade 3	Norms begin Grade 3
1	158.2	168.2	148.8		
2	177.6	165.5	174.7		
3	183.7	190.1	185.2	185.0	192.9
4	196.3	196.7	198.6	193.8	202.0
5	200.8	205.9	208.1	200.5	208.6
6	214.0	216.3	216.7	204.5	213.8

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

	Fall 2020 Hispanic	Fall 2019 Hispanic	Fall 2018 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	147.7	142.1	143.9	Norms begin Grade 3	Norms begin Grade 3
1	164.0	164.1	162.9		
2	174.9	175.5	165.1		
3	189.9	186.1	190.7	182.7	192.9
4	197.4	203.0	208.5	191.8	202.0
5	206.9	212.9	214.1	198.2	208.6
6	217.2	218.6	219.2	203.1	213.8

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

	Fall 2020 Asian	Fall 2019 Asian	Fall 2018 Asian	Fall Asian National Norms	Fall White National Norms
K	153.7	149.7	152.2	NWEA does not have Asian norms	Norms begin Grade 3
1	174.1	171.7	172.0		
2	187.1	189.5	182.7		
3	204.9	200.0	201.3		192.9
4	207.6	212.9	212.3		202.0
5	219.1	220.5	221.1		208.6
6	224.9	228.3	225.7		213.8

Goal 2: 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.

Results: On the MCA III in Math in 2021, **66.0%** of Non-White students were proficient and **68.2%** of White students were proficient, a proficiency gap of **2.2%**.

2020-21 State Results: On the MCA III in Math in 2021, **52.2%** of Non-White students were proficient and **26.4%** of White students were proficient, a proficiency gap of **25.8%**.

Analysis: On the MCA III in Math, there was a drop in proficiency percentage across the state and within Minnetonka. In Minnetonka, Non-White students proficiency dropped

7.8% and White students' proficiency dropped 13%, resulting in a narrower proficiency gap, from 7.4% in 2019 to 2.2% in 2021.

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

	2018 Actual	2019 Actual	2020 Actual	2021 Goal	2021 Actual	2024 Projected Target
All Students	81.2%	79.8%	No data available for 2020 due to COVID19	80.3%	67.8%	80.5%
White Students	82.4%	81.2%		81.4%	68.2%	81.5%
Non-White Students	74.8%	73.8%		77.4%	66.0%	79.5%
Proficiency Gap	7.6%	7.4%		4.0%	2.2%	2.0%

A comparison of Minnetonka to the state of Minnesota is provided below for perspective. Overall, Minnesota Non-White students experienced a drop of 14.2% proficiency compared to a 7.8% drop among their Non-White Minnetonka counterparts.

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

	Minnetonka 2019	Statewide 2019	Minnetonka 2021	Statewide 2021
All Students	79.8%	55.4%	67.8%	44.0%
White Students	81.2%	64.6%	68.2%	52.2%
Non-White Students	73.8%	40.6%	66.0%	26.4%
Proficiency Gap	7.4%	24.0%	2.2%	25.8%

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. 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 9.0% (African American student group) to 43.5% (American Indian student group).

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

	American Indian	Asian	African-American	Hispanic	White
Minnetonka 2021	60.0	86.4	26.2	55.3	68.2
Minnesota 2021	16.5	43.0	17.2	20.3	52.2

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. Fall scores are reported as NWEA does not have norms by ethnicity available for spring assessments.

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

	Fall 2020: Black	Fall 2019: Black	Fall 2018: Black	National Norms: African-American	National Norms: White
K	147.8	138.3	144.1	Norms begin Grade 3	Norms begin Grade 3
1	159.6	168.6	155.8		
2	183.3	171.1	177.9		
3	187.0	193.0	191.4	188.4	195.0
4	196.4	202.0	199.9	198.7	205.6
5	208.4	206.8	214.2	206.8	214.1
6	213.3	218.2	222.8	212.2	221.2
7	224.6	231.7	231.7	217.2	227.2
8	233.3	237.3	234.9	222.3	232.3

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

	Fall 2020 Hispanic	Fall 2019 Hispanic	Fall 2018 Hispanic	Fall Hispanic National Norms	Fall White National Norms
K	149.0	142.0	141.3	Norms begin Grade 3	Norms begin Grade 3
1	166.6	165.8	167.0		
2	183.8	183.9	177.7		
3	195.	191.0	196.7	187.2	195.0
4	198.9	206.3	209.5	197.4	205.6
5	212.8	216.9	217.1	204.9	214.1
6	223.9	223.5	225.7	211.0	221.2
7	227.4	234.9	231.7	215.5	227.2
8	239.5	240.0	242.9	218.5	232.3

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

	Fall 2020 Asian	Fall 2019 Asian	Fall 2018 Asian	Asian National Norms	White National Norms
K	159.3	151.0	152.3	NWEA does not have Asian norms	Norms begin Grade 3
1	176.6	177.6	173.3		
2	192.4	193.0	190.8		
3	207.9	205.9	209.4		195.0
4	215.0	222.6	219.3		205.6
5	233.1	232.3	236.8		214.1
6	237.2	242.1	240.5		221.2
7	248.2	246.6	251.3		227.2
8	253.2	259.7	260.0		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 **97.0%** in 2020 to **97.1%** in 2021.

Results: The percentage of all students in Grade 12 at Minnetonka High School who took the ACT who met or exceeded the College Readiness Benchmark Composite Score (18) as measured on the ACT is **94.4%** in 2021.

2020-21 State Results: Data not yet available.

Analysis: 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 that same standard. For the Class of 2019, **726** of **808** students took the exam (**89.9%**). For the Class of 2020, **689** of **792** (**87.0%**) students took the exam. For the class of 2021, Minnetonka had ACT scores from **587** of **797** (**73.7%**) students. The decrease in the number of test takers is a result of cancelled test sessions due to COVID and colleges/universities communicating that they would not be requiring an ACT score.

In addition to increasing the percentage of students meeting and exceeding the College Readiness Benchmark Composite Score of 18, 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 and program for design and skilled trades pathways (“Momentum”), 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 trades panelists and experts from the field.
- Creating experiential learning opportunities in Momentum courses, ensuring student work represents authentic work from the field, bringing in experts from the field to guest instruct and to provide feedback on student skills and projects.
- Introducing two new courses, Metal Sculpture and the Physics of Home Renovation.
- Gaining school board approval for the building of a new auto lab and maker bay space.
- Exploring expansion of the work to middle schools.
- Hosting design and skilled trades panels related to opportunities in the trades fields.

A Trades Advisory Board of parents, industry leaders, teachers, counselors, and administrators continues 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.

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.

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education in 2020 was **97.7%**.

2020-21 State Results: The 4-year graduation rate for students in the class of 2020 graduating in 2020 or earlier as determined by the Minnesota Department of Education was **83.8%**.

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 17, 2021, Minnetonka's 4-year graduation rate according to the Minnesota Report Card increased from **95.6%** in 2019 to **97.7%** in 2020. The Minnesota graduation rate in 2020 was **83.8%**.

The MDE identified that 0.8% (6 students) of Minnetonka High School's class of 2020 are continuing their education, 0.5% (4 students) dropped out, and 1.0% (8 students) are unknown.

Table 13: 2020 Graduation Rates by Student Group*

Student Group	Minnetonka Graduation Rate	Minnesota Graduation Rate
Asian	100%	89.1%
Black	89.7%	69.2%
Hispanic	96.7%	70.4%
White	98.5%	89.0%
Two or More Races	83.3%	73.5%

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

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 2020-2021 school year, there was one Minnetonka teacher on a performance plan due to not meeting professional teaching standards as defined in the Minnetonka Teacher Evaluation and Growth Model (TDE system). Of the 85 teachers new to Minnetonka in 2020-21, only fourteen 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 2020-21, there were 24 teachers teaching one or more class in an area outside of their underlying license. More than half of them (13) 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. Of the remaining eleven teachers, three were working in special education roles (adaptive physical education, autism spectrum disorders, academic and behavioral strategist). While these teachers had underlying licenses in special education, they did not have these specific licenses. The remaining out-of-field teachers were in the areas of technology, business education, health, family and consumer studies and reading. 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. Currently Minnetonka employs 274 classroom teachers K-5 across the district, 71 of whom have diverse backgrounds. At the elementary, 26% of the teacher population is diverse while the student population is approximately 20% diverse. At the middle level and high school level the numbers start to shift in the other direction. There are 243 strictly secondary classroom teachers. Of these teachers, 18 (about 7%) are from underrepresented communities. In examining the faculty as a whole, including part-time teachers and specialists, 11% of Minnetonka teachers are from diverse communities, while just under 20% of Minnetonka students are. In terms of the overall staff, Minnetonka's demographics are more aligned with 16% of employees hailing from diverse backgrounds. In order to achieve better alignment between staff and student demographics, Minnetonka is actively focusing its recruiting efforts, while still seeking out the very best teachers in the market to join our team.

To this end, in 2020-21, with impetus from the School Board's Goal #2, the Human Resources Department was more visible in teacher hiring events and channels that appeal to a more diverse candidate pool. The District actively recruited in 16 diversity-centric hiring events, where previously the District participated in only one. In sum, hiring officials from the District met with over 400 candidates at these recruiting events. They kept a careful tally of individuals from underrepresented communities and saw that, of the viable candidates met, about 35% of them were later hired by the District. When we look at the District's current demographics, we see that our diverse student population exceeds our diverse staff count by about 4.5%. Over the past three years, staff diversity has increased by about 1% per year. We believe that natural dynamics in the labor market will help us to bring our student and staff demographics into alignment within the next four years or so. Still, the District plans to continue casting the wider net that began in the 2020-21 school year.

Another effort in this area has been to strengthen relationships with University partners to identify career 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.

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:

- Krista Adewumi, Parent, Community Member
- Mark Ambrosen, School Board Director, effective January 2021

- Colette Benoit, MHS Student, '21
- Christine Breen, Executive Director of Special Education
- Maria Chopite, Spanish Immersion Teacher & Department Chair, Minnewashta Elementary
- Kruthica Dama, MHS Student, '22
- Xue Han, Chinese Immersion Teacher & Department Chair, Scenic Heights Elementary
- Serena Harad, Parent, Community Member
- 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
- Dr. Amy LaDue, Assistant Superintendent of Instruction
- Bryan McGinley, Deephaven Elementary School Principal
- Stephanie Nordstog, Minnetonka Middle School East Assistant Principal
- Julius Nurse, MHS Student, '22
- 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
- Lisa Wagner, School Board Director
- Sara White, Director of Teacher Development

2021-22 Goals and Strategies

The goals for 2021-22 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 2021-22 school year.

All children are ready for school.

Goal 1: The Minnetonka School District will increase the number of children screened at the age of 3 by 33% in 2021-22, from **156** in 2020-2021 to **208** in 2021-2022.

Goal 2: The percentage of Minnetonka Preschool PreK4* children who are meeting or exceeding age expectations** will increase by **1%** across the following social-emotional objectives as measured by the Teaching Strategies GOLD assessment:

- “Manages feelings”: increase from **91.08%** at the Spring 2020-21 benchmark to **92.08%** at Spring 2021-22 benchmark.
- “Makes friends”: increase from **89.19%** at the Spring 2020-21 benchmark to **90.19%** at Spring 2021-22 benchmark.

- “Solves social problems”: 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 PreK4 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 through a variety of methods, including sending a “Happy Birthday,” postcard with screening details as a child turns three, as well as a mass mailing of a screening brochure to all students who are three in the district in January. They will also partner with area private preschools and daycare centers to enhance promotion of screening, as well as individually reach out to parents of 3-year-old children participating in Minnetonka Preschool programs, via personalized email.

To meet the learning domain goals, all staff will continue to learn more about the GOLD assessment 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 its focus on social-emotional development as we begin year two of a five-year Pyramid Innovation grant through Minnesota Centers of Excellence.

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, 2022, **71.5%** of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2021 on the MCA-III Reading assessment, **66.6%** of Minnetonka Public Schools students met this goal.

Strategies

The language arts curriculum and literacy interventions are the foundation for meeting this goal. The language arts curriculum, aligned to Minnesota Academic Standards for Language Arts and supported by curricular materials such as *Making Meaning*, *Being a Writer*, and *Wilson Foundations*, are designed to provide Tier One instruction 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 during the 2021-22 school year, aligning with the release of the new academic standards by the Minnesota Department of Education during the fall of 2021. 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.

In addition, during the spring and summer of 2021, the district partnered with the Center for Applied and Educational Improvement (CAREI) to perform a comprehensive evaluation of the K-12 multi-tiered system of supports (MTSS). Building and district level teams will begin to introduce MTSS recommendations during the 2021-22 school year. This is a multi-year plan to strengthen academic programs and improve learning for all students.

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, CAREI MTSS evaluation

All racial and economic achievement gaps between students are closed.

Goal 1: To close the proficiency gap in reading by 2026, **72.7%** of Non-White students will be proficient on the MCA III in Reading in 2022, an increase from **69.9%** proficiency in 2021. White students will increase proficiency from **75.5%** in 2021 to **78.7%** in 2022. This will narrow the gap in proficiency from **5.6%** in 2019 to **5.0%** in 2021.

Goal 2: To close the proficiency gap in math by 2026, **71.4%** of Non-White students will be proficient on the MCA III in Math in 2022, an increase from **66.0%** in 2021. The percent of White students who will be proficient will increase from **68.2%** in 2021 to **73.5%** in 2021. This will narrow the gap in proficiency from **2.2%** in 2019 to **2.1%** in 2021.

Strategies

The Minnetonka curriculum review process has been revised to embrace excellence, diversity, equity, and inclusion. These updates will be applied to the English Language Arts and Health curriculum review processes beginning fall 2021. 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.

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 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, 2020	2019 Actual	2020 Actual	2021 Goal	2021 Actual	2022 Goal	2024 Target	2026 Target
All Students	82.0%	No data available for 2020 due to COVID19	82.5%	74.5%	78.1%	81.7%	83.7%
White Students	83.0%		83.5%	75.5%	78.7%	81.9%	83.7%
Non-White Students	77.6%		79.8%	69.9%	72.7%	78.3%	83.7%
Proficiency Gap	5.4%		3.7%	5.6%	5.0%	3.6%	0.0%

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

Enrolled Oct 1, 2020	2019 Actual	2020 Actual	2021 Goal	2021 Actual	2022 Goal	2024 Target	2026 Target
All Students	79.8%	No data available for 2020 due to COVID19	80.3%	67.8%	73.2%	75.8%	77.8%
White Students	81.2%		81.4%	68.2%	73.5%	76.1%	77.8%
Non-White Students	73.8%		77.4%	66.0%	71.4%	74.8%	77.8%
Proficiency Gap	7.4%		4.0%	2.2%	2.1%	1.3%	0.0%

The District continues 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.

In 2020-21 the District focused on developing a foundation for each student to experience belonging by introducing the Search Institute's Developmental Relationships Framework. Each staff member participated in two professional learning sessions focused on the Developmental Relationships Framework. All staff learned how to be intentional in applying the five elements as they engage with students.

This year in addition to being intentional, the District will expand the focus to include Inclusive Relationships. Two Inclusive Relationship professional learning sessions will occur in the fall of 2021. These sessions will provide staff with new learning to deepen their understanding and application of Developmental Relationships with a focus on creating an inclusive environment where each young person feels known, validated by, and connected as a prerequisite to positive growth and development.

Additionally, professional development learning opportunities will be identified and offered throughout the year to further support teachers in addressing barriers to student learning.

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 **94.4%** in 2021 to **94.5%** in 2022.

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. The school district continues to support personalized pathways to success E-12. Beginning in middle school, through the web-based resource called *Naviance Student*, students:

- 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

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.

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 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:

- Two new courses that fulfill core requirements (Metal Sculpture [art credit] and The Physics of Home Renovation [science physics credit])
- The introduction of Automotive I, designed to provide hands-on lab experience in diagnostic techniques and the maintenance of vehicles
- Professional guest speakers and panel presentations
- Connections to local businesses
- Increased awareness of trades 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. Each of these areas will be addressed throughout the revised curriculum review process during the 2021-22 school year. In addition, these experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced.

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 **97.7%** in 2020 to **97.8%** in 2021.*

*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

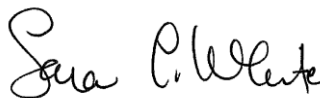
SUMMARY

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 2020-21, Minnetonka met or partially met goals in two of the strategic areas. Goals and strategies for 2021-22 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