

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

Title: World's Best Workforce Annual Meeting

Date: October 3, 2019

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 2018-19 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 2019-20 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
- NAEP scores
- Closing the gap by student group
- Early childhood assessment data

- MCA scores
- College entrance exams

Finally, the legislation has changed in scope 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.

2018-19 Goals and Results

In the fall of 2018-19, 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 our start value, which 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 2018-19 year. The summary of the goals and results follow.

Area of Focus	Goal	Results	2018-19 Statewide Results
All children are ready for school.	<p>The Minnetonka School District will increase the number of children screened at the age of 3 by 3% in 2018-19, from 242 in 2017-18 to 249 in 2018-19.</p> <p>The number of students enrolled in Minnetonka Preschool in 2018-19 will increase by 3% compared to the same time period in 2017-18, increasing from 349 students to 359 students.</p>	<p>The number of 3 year old children screened in 2018-19 was 269; an increase of 11% from 2017-18. Goal was met.</p> <p>The number of students enrolled in Minnetonka Preschool the first day of 2018-19 classes was 357. This was an increase of 2.3%, 8 students, from 2017-18. Progress was made; goal was not met.</p>	Not available

<p>All third graders can read at grade level.</p>	<p>By June 1, 2019, 75.1% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2018 on the MCA-III Reading assessment, 74.9% of Minnetonka Public Schools students met this goal.</p>	<p>By June 1, 2019, 71.5% of students in Minnetonka Public Schools in Grade 3, met or exceeded proficiency on the MCA-III Reading.</p>	<p>In 2019, 54.8% of students in Minnesota public schools met or exceeded proficiency on the MCA-III in Reading.</p>
<p>All racial and economic achievement gaps between students are closed.</p>	<p>To close the proficiency gap in reading by 2021, 76.2% of Non-White students in Minnetonka will be proficient on the MCA III in Reading in 2019, an increase from 74.3% proficiency in 2018. White students will increase proficiency from 83.5% to 83.7%. This will narrow the gap in proficiency from 9.2% to 7.5%.</p> <p>To close the proficiency gap in math by 2021, 75.8% of Non-White in Minnetonka students will be proficient on the MCA III in Math in 2019, an increase from 74.8%. The percent of White students who will be proficient will increase from 82.4% to 82.6%. This will narrow the gap in proficiency from 7.6% to 6.8%.</p>	<p>On the MCA III in Reading in 2019, 77.6% of Non-White in Minnetonka students were proficient and 83.0% of White students in Minnetonka were proficient. This decreased the gap in proficiency from 9.2% to 5.4%.</p> <p>On the MCA III in Math in 2019, 73.8% of Non-White students in Minnetonka were proficient and 81.2% of White students in Minnetonka were proficient. This decreased the gap in proficiency from 7.6% to 7.4%.</p>	<p>On the MCA III in Reading in 2019, 43.1% of Non-White students in Minnesota were proficient and 67.9% of White students in Minnesota were proficient. The gap in proficiency in reading in Minnesota is 24.8%.</p> <p>On the MCA III in Math in 2019, 36.0% of Non-White students in Minnesota were proficient and 64.6% of White students in Minnesota were proficient. The gap in proficiency in math in Minnesota is 28.6%.</p>
<p>All students are ready for career and college.</p>	<p>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 95.8% in 2018 to 95.9% in 2019.</p>	<p>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 increased from 95.9% in 2018 to 96.1% in 2019.</p>	<p>Data not yet available.</p>

All students graduate from high school.**	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 96.6% in 2017 to 96.7% in 2018.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education for the class of 2018 is 97.2% .	The 4-year graduation rate for the state of Minnesota is 83.2% .
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**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.

All children ready for school.

Early Childhood Screening information was targeted to parents of infants, toddler and preschoolers through digital and social media, plus a direct mailing to resident families of children who were 3 years of age was completed. In addition, hard-copy information about Early Childhood Screening was provided to area private preschools and those partners distributed it at their parent-teacher conferences.

In 2017-18, Minnetonka Preschool offered **389** preschool spots. Due to space limitations, there were **382** offerings in 2018-19. In 2017-18, 357 of these spots were taken, a **91.8 percent** fill rate. In 2018-19, **365** students registered for Minnetonka preschool, which is a **95.5 percent** fill rate. Although they did not meet their ambitious goal of a **3 percent** increase in enrollment, they did increase by **2.3 percent** and were nearly at capacity.

All third-graders can read at grade level.

Minnetonka students have performed at high levels on the MCA Reading Test; however, 2019 data show that there is room for improvement. It will be important for current Grade Four teachers to focus on the individual needs of each of their incoming students related to Informational Text and Literature. An important note about the 2018-19 Grade Three cohort: in Grade Two, **65.0 percent** met their Fall to Spring growth targets on the NWEA Reading Test, and in Grade Three, **67.8 percent** met their Fall to Spring Growth Targets.

It is also important to note that the MCA Reading Test is a single assessment designed to gauge proficiency. Alternative assessments indicate that Minnetonka children are reading well by Grade Three. For example, students in Grade Three in 2019 performed at the *Mid-Fifth Grade Level* on the NWEA-MAP Reading Test for the third straight year. This indicates that this particular group is growing at a high level in Reading despite having a lower MCA proficiency level than their Third Grade counterparts from 2018.

All racial and economic achievement gaps between students are closed.

Setting goals around closing the achievement gaps is complex. In 2019, Non-White Students who met or exceeded proficiency increased meaningfully: from **74.3 percent** to **77.6 percent**, a **3.3 percent** gain. The percent of White Students who met or exceeded

proficiency decreased slightly from **83.5 percent** to **83 percent**. The net result was a decrease in the proficiency gap of **3.8 percent**.

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

Enrolled Oct 1, 2017	2018 Actual	2019 Goal	2019 Actual	2020 Goal	2021 Target	2022 Target	2022 Projected Target
All Students	82.1%	82.5%	82.0%	82.3	82.6%	82.9%	82.9%
White Students	83.5%	83.7%	83.0%	83.2	83.5%	84.1%	84.1%
Non-White Students	74.3%	76.2%	77.6%	78.2	79.8%	80.9%	80.9%
Proficiency Gap	9.2%	7.5%	5.4%	5.0%	3.7%	3.2%	3.2%

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

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

Enrolled Oct 1, 2016	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	African-American	Hispanic	Caucasian
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 and at the state level on NWEA assessments 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 Caucasian peers. 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 African-American Students in Minnetonka

	Fall 2018 African-American	Fall 2017 African-American	Fall 2016 African-American	Fall African-American National Norms	Fall Caucasian National Norms
K	148.9	140.1	144.1	Norms begin Grade 3	Norms begin Grade 3
1	148.8	155.5	159.8		
2	174.7	172.7	179.8		
3	185.2	188.6	191.6	185.0	192.9
4	198.6	197.8	202.6	193.8	202.0
5	208.1	207.5	211.4	200.5	208.6
6	216.7	217.5	215.9	204.5	213.8

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

	Fall 2018 Hispanic	Fall 2017 Hispanic	Fall 2016 Hispanic	Fall Hispanic National Norms	Fall Caucasian National Norms
K	143.9	147.1	140.2	Norms begin Grade 3	Norms begin Grade 3
1	162.9	158.5	161.5		
2	165.1	174.3	176.0		
3	190.7	196.1	196.1	182.7	192.9
4	208.5	205.2	205.0	191.8	202.0
5	214.1	214.5	212.5	198.2	208.6
6	219.2	220.5	217.0	203.1	213.8

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

	Fall 2018 Asian	Fall 2017 Asian	Fall 2016 Asian	Fall Asian National Norms	Fall Caucasian National Norms
K	152.2	152.6	151.2	NWEA does not have Asian norms	Norms begin Grade 3
1	172.0	170.0	170.2		
2	182.7	186.4	185.2		
3	201.3	199.9	203.9		192.9
4	212.3	213.7	212.8		202.0
5	221.1	219.5	222.9		208.6
6	225.7	228.3	226.7		213.8

On the MCA III in Math, the percent of students meeting or exceeding proficiency at a District level decreased for All Students, White Students, and Non-White Students, and the proficiency gap had a slight decrease from **7.6 percent** to **7.4 percent**. Despite the decrease in proficiency at some grade levels, the average scale score increased or remained the same across four of seven grade levels.

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.

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

Enrolled Oct 1, 2016	2018 Actual	2019 Goal	2019 Actual	2020 Goal	2021 Target	2022 Target	2022 Projected Target
All Students	81.2%	81.5%	79.8%	80.1%	80.3%	80.5%	80.5%
White Students	82.4%	82.6%	81.2%	81.3%	81.4%	81.5%	81.5%
Non-White Students	74.8%	75.8%	73.8%	74.4%	75.3%	76.2%	77.4%
Proficiency Gap	7.6%	6.8%	7.4%	6.9%	6.1%	5.3%	5.3%

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

Enrolled Oct 1, 2016	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	Caucasian
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 Caucasian peers. 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 African-American Students

	Fall 2018: African-American	Fall 2017: African-American	Fall 2016: African-American	National Norms: African-American	National Norms: Caucasian
K	144.1	139.7	143.0	Norms begin Grade 3	Norms begin Grade 3
1	155.8	159.9	162.8		
2	177.9	180.0	179.7		
3	191.4	190.0	194.6	188.4	195.0
4	199.9	204.0	205.8	198.7	205.6
5	214.2	217.3	220.3	206.8	214.1
6	222.8	224.0	221.2	212.2	221.2
7	231.7	227.2	230.6	217.2	227.2
8	234.9	237.5	230.5	222.3	232.3

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

	Fall 2018 Hispanic	Fall 2017 Hispanic	Fall 2016 Hispanic	Fall Hispanic National Norms	Fall Caucasian National Norms
K	141.3	144.5	139.3	Norms begin Grade 3	Norms begin Grade 3
1	167.0	160.0	166.4		
2	177.7	183.7	180.6		
3	196.7	200.1	198.3	187.2	195.0
4	209.5	207.0	210.6	197.4	205.6
5	217.1	219.6	218.5	204.9	214.1
6	225.7	228.3	226.2	211.0	221.2
7	231.7	234.5	234.2	215.5	227.2
8	242.9	238.9	239.2	218.5	232.3

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

	Fall 2018 Asian	Fall 2017 Asian	Fall 2016 Asian	Asian National Norms	Caucasian National Norms
K	152.3	152.5	152.9	NWEA does not have Asian norms	Norms begin Grade 3
1	173.3	176.7	176.2		
2	190.8	191.7	188.6		
3	209.4	205.7	208.1		195.0
4	219.3	222.3	219.8		205.6
5	236.8	231.9	237.0		214.1
6	240.5	241.9	243.4		221.2
7	251.3	252.7	251.5		227.2
8	260.0	260.1	255.8		232.3

All students are ready for career and college.

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 2018-19 school year who took the ACT who met or exceeded the College Readiness Benchmark Composite Score composite score of 18 was **96.1 percent**, an increase from **95.8 percent** of students in Grade 12 during the 2017-18 school year who met or exceeded the composite score of 18.

All students graduate from high school.

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 25, 2019, Minnetonka increased its graduation rate from **96.6 percent** in 2016 to **97.2 percent** in 2018. The Minnesota graduation rate in 2018 was **83.2 percent**.

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:

- Tiffany Cooper, Student
- Paule Hocker, Parent, Community Member
- John Holcomb, School Board Member
- Stephanie Johnson, Parent, Community Member
- Astrid Liden, Student
- Bryan McGinley, Deephaven Elementary School 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
- Eric Schneider, Parent, Associate Superintendent
- Steve Urbanski, Director of Curriculum
- Sara White, Director of Teacher Development

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 2018-19 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 118 long-term reserves and teachers new to Minnetonka in 2018-19, only 43 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.

In 2018-19, Minnesota's Professional Educator Licensing and Standards Board (PELSB) did not recognize out-of-field teachers. Instead, teachers who were going to be teaching in an out-of-field area were required to acquire Tier One or Tier Two licenses. In

Minnetonka, there were 23 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 9 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, and communication 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 232 classroom teachers K-5 across the district, 70 of whom have diverse backgrounds. At the elementary, 30 percent of the teacher population is diverse while the student population is 15 percent diverse.

At the middle level and high school level the numbers start to shift in the other direction. There are 290 secondary teachers, of whom only 17 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.

A more aggressive "Grow Your Own Teachers" program within the high school is another possible solution. In this scenario, a program would be developed within the system that exist to encourage students of color to pursue teaching as a viable career. As this program develops, Minnetonka will seek strategic partners who can support this program financially, potentially with educational scholarships as incentives to complete the program.

The ultimate goal within the next 3-5 years will be to have system that produces enough viable teacher candidates of color, within Minnetonka teacher need areas so that the teacher workforce will match the student population in regards to diversity.

2019-20 Goals and Strategies

The goals for 2019-20 were developed collaboratively with administrators, teachers, and parents of Minnetonka students. These goals are similar to the goals set for 2018-19.

Strategies to meet each goal have been developed and will continue to be refined throughout the 2019-20 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 **2%** in 2019-20, from **269** in 2018-19 to **275** in 2019-20.

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.

Strategies

To meet these ambitious goals, MCEC administrators and teachers will engage in target 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.

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, 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.

Strategies

The language arts curriculum and literacy interventions are the foundation for meeting this goal. Curricular materials such as *Making Meaning* and *Being a Writer* are designed to provide Tier One support for all students. Leveled literacy interventions will provide Tier Two and Tier Three support through reading specialists and student support services personnel.

Introduced in Minnetonka Public Schools in 2017, the Wilson Reading System is a Tier Three reading intervention specifically geared 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. Based on the Wilson Reading System principles, Foundations provides Tier Two research-based materials and strategies essential to literacy in the K-1 level. In 2019-20, both Clear Springs Elementary and Minnewashta Elementary are piloting Grade Two Foundations. The English Language Teachers at Groveland Elementary (Grade Three) are also piloting Foundations. Finally, students who are on Individual Educational Plans (IEPs) receive support through special education services.

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 2022, **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%**.

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%**.

Strategies

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 and ESSA 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 5: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

Enrolled Oct 1, 2018	2018 Actual	2019 Goal	2019 Actual	2020 Goal	2022 Target	2024 Target	2026 Target
All Students	82.1%	82.5%	82.0%	82.3	82.6%	82.9%	83.7%
White Students	83.5%	83.7%	83.0%	83.2	83.4%	83.6%	83.7%
Non-White Students	74.3%	76.2%	77.6%	78.2	80.4%	82.1%	83.7%
Proficiency Gap	9.2%	7.5%	5.4%	5.0%	3.0%	1.5%	0.0%

Table 6: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

Enrolled Oct 1, 2018	2018 Actual	2019 Goal	2019 Actual	2020 Goal	2022 Target	2024 Target	2026 Target
All Students	81.2%	81.5%	79.8%	80.1%	80.3%	80.5%	81.5%
White Students	82.4%	82.6%	81.2%	81.3%	81.4%	81.5%	81.5%
Non-White Students	74.8%	75.8%	73.8%	74.4%	77.4%	79.5%	81.5%
Proficiency Gap	7.6%	6.8%	7.4%	6.9%	4.0%	2.0%	0.0%

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

Beginning in the spring of 2019, teachers and administrators have been studying culturally responsive pedagogy through the lens of current brain research. Dr. Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*, will be in-district for the November 1 late start. All district administrators, teachers, and support staff will have the opportunity to hear her message. Key district and site administrators and teacher leaders will have an additional opportunity to strategize with Dr. Hammond on supporting teachers in developing culturally responsive pedagogy.

The following chart may be helpful in understanding the focus of Dr. Hammond’s work on culturally responsive pedagogy. The primary goal of culturally responsive pedagogy is to develop independent learners.

DIMENSIONS OF EQUITY

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MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Social Harmony	Critical Consciousness	INDEPENDENT LEARNING
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.

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.

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
-

Parents are encouraged to explore this information-rich program with their students. 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. The Career Interest Profiler allowed 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. In 2019, the National College Fair is in Minneapolis on October 2 and 3.

Teachers have made a focused effort to encourage students to take SL courses as their entry into more rigorous upper level courses.

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 **97.2%** in 2018 to **97.3%** in 2019.*

*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