



## 2021–22 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** South Washington County Schools

**Grades Served:** PreK-12

**WBWF Contact:** Julie Nielson

**A&I Contact:** James Magee

**Title:** Superintendent

**Title:** Director of Diversity, Equity and Inclusion

**Phone:** 651-425-6201

**Phone:** 651-425-6273

**Email:** jnielson@sowashco.org

**Email:** jmagee@sowashco.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

Yes  No

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2020–22 SY)

Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 SY?

Yes  No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

# World's Best Workforce

## Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: <https://www.sowashco.org/academics/assessments-grading>

Provide the direct website link to the A&I materials:

[https://resources.finalseite.net/images/v1635526939/sowashcok12mnus/goye2ikxylkcclz3yqvf/REFORMAT\\_FY20-23AchievementandIntegrationPlanISD833.pdf](https://resources.finalseite.net/images/v1635526939/sowashcok12mnus/goye2ikxylkcclz3yqvf/REFORMAT_FY20-23AchievementandIntegrationPlanISD833.pdf)

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021–22 SY.**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2021–22 SY: [November 3, 2022](#)

## Goals and Results

### *All Students Ready for School*

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>We will increase the percentage of students who meet fall literacy proficiency targets for both Letter Sounds (5) and Letter Identification (10) from 64.0% in the Fall of 2016 to 80.0% in the Fall of 2025, a total increase of 16.0% and an annual increase of 2.0%. The goal for 2021-22 was 74%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>In the 2021-22 school year, 46% of Kindergarten students met fall literacy targets for both letter sounds and letter identification.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

### *All Students in Third Grade Achieving Grade-Level Literacy*

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>We will increase the percentage of all students meeting or exceeding state proficiency targets in third grade reading from 64.6% in the Spring of 2017 to 90% in the Spring of 2025, a total annual increase of 3.2%, with all student groups above 85% in the Spring of 2025. The goal for 2021-22 was 80.6%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>SoWashCo Schools had a third grade reading proficiency of 53% in the 2021-22 school year. None of the goals for each student group was met.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional third-grade literacy goals as appropriate.

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Mathematics: We will increase the percentage of all students meeting or exceeding state proficiency targets on state accountability measures in mathematics from 67.2% in the Spring of 2017 to 90% in the Spring of 2025, a total increase of 22.7% and an annual increase of 2.8%, with each student group above 85% in the Spring of 2025.</p> <p>Reading: We will increase the percentage of all students meeting or exceeding state proficiency targets on state accountability measures in reading from 69.7% in the Spring of 2017 to 90% in the Spring of 2025, a total increase of 20.3% and an annual increase of 2.5%, with each student group above 85% in the Spring of 2025.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>None of the goals for each student group was met.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional achievement gap goals as appropriate.

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>We will increase the percentage of students in SoWashCo who meet the ACT Reading College Ready Benchmark of 22 from 51% for the Class of 2021 to 63% for the Class of 2025, an annual increase of 3%. The goal for 2021-22 SY was 54%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The percentage of students in the Class of 2022 who met the ACT Reading College Ready Benchmark of 22 was 50%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional career and college readiness goals as appropriate.

**All Students Graduate**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>We will increase the percentage of all students graduating from high school within four years of starting from 92.4% for the Class of 2017 to 95% for the Class of 2025, a total increase of 2.6% and an annual increase of .325%, with all student groups at or above 95% for the Class of 2025. For the Class of 2021, the goal was 93.3%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The most recent high school graduation data available is for the class of 2021, in which there was a four-year graduation rate of 92.0%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional graduation goals as necessary.

## 2021–22 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2021–22 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2021–22 SY.

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## District and Contact Information

**District Name:** South Washington County Schools

**A and I Contact:** James Magee

**Title:** Director of Diversity, Equity and Inclusion

**Phone:** 651-425-6273

**Email:** [jmagee@sowashco.org](mailto:jmagee@sowashco.org)

Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

**Achievement and Integration Goal 1**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>Students that meet one or more of the school readiness risk factors will have a prekindergarten experience prior to enrolling into kindergarten from 47% to 100% by 2023. We planned to collect baseline data in the Fall of 2020, but did not due to the COVID-19 pandemic. We are using 2021-22 as the baseline year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>Among Kindergarteners in fall of 2021 who met risk factors, 47% of students had an early education experience.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>No results to report because SY 2021-22 is the baseline year.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

**Achievement and Integration Goal 2**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>Increase the percentage of racially diverse students enrolled in concurrent college-in-the-schools (CIS) classes from 12.6% to 16.6% between 2020-23.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>The baseline measure is 12.6%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Among racially diverse students in grades 11 and 12, 8.8% of students were enrolled in at least one college-in-the-schools course.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

**Achievement and Integration Goal 3**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>Decrease the out-of-school suspension rates of Black or Hispanic or Latino/a students from 32% in the 2019-20 school year to 16% in the 2022-23 school year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>The baseline out-of-school suspension rate of Black or Hispanic/Latino students was 32% in the 2019-20 SY.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Among students who were suspended at least once in the 2021-22 SY, 37% of them identified as Black or Hispanic/Latino.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

***Achievement and Integration Goal 4***

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>Increase the number of effective, qualified diverse teachers from 4.9% to 7.9 percent by 2023.</p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p><u>X</u> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>The baseline measure is 4.9%</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>In 2021-22, 5.7% of licensed teachers identified as BIPOC.</p>	<p>Check <b>one</b> of the following:</p> <p>___ On Track</p> <p><u>X</u> Not on Track</p> <p>___ Goal Met</p>

**Achievement and Integration Goal 5**

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>100% of all employees will participate in at least three professional learning opportunities annually on culturally proficient school systems by 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>The baseline measure is 100%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>In the 2021-22 school year, all three PD days included required cultural competence training that was completed by 100% of licensed staff.</p> <p>Non-instructional staff also participated in cultural competence training, save for facilities and office staff.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" type="checkbox"/> Goal Met</p>

**Please note:** If you have more than three goals, copy and paste additional A&I Goal tables below.

**Integration**

**Narrative is required. 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Utilizing a shared on-line classroom, South Washington County and Stillwater students have had the opportunity to receive a fine art credit in the summer. The collaborative class utilizes culturally responsive teaching as an instructional model, and has had a positive impact on students in both districts.