



AGENDA

Independent School District No. 77
Mankato, MN 56001

World's Best Workforce Meeting

Monday, November 6, 2023 - 5:00 p.m.
Intergovernmental Center - Mankato Room

1. ANNUAL MEETING (5:00 P.M.)
 - A. Combined World's Best Workforce Summary and Achievement and Integration Progress Report

Worlds Best Workforce Meeting

1. A.

Meeting Date: 11/06/2023

Prepared By: Travis Olson, Director of Teaching & Learning

Subject:

Combined World's Best Workforce Summary and Achievement and Integration Progress Report

Background:

Travis Olson, Director of Teaching and Learning, and John Lustig, Director of Administrative Services, will review the Combined World's Best Workforce Summary and Achievement and Integration Progress Report. The Board Chair will open the meeting to public comment following the presentation.

Recommended Action:

None

Attachments

WBWF & A&I Presentation



World's Best Workforce and Achievement & Integration Progress Report 2023–24

November 6, 2023





Mission Statement

Mankato Area Public Schools
is committed to working together
equitably, with families and communities,
so that each learner has the knowledge
and skills to be a successful and
contributing citizen in a diverse global
society.

Commitment and Values

Visibly Inclusive
Intentionally Equitable
Actively Anti-racist
Committed to Excellence
Accountable for Results



WBWF Goals & MAPS Vision Card Measures

World's Best Workforce	MAPS Vision Cards
● All children are ready for school. ● All third-graders can read at grade level. ● All racial and economic achievement gaps between students are closed. ● All students are ready for career and college. ● All students graduate from high school.	A. Improving learning and development for each learner B. Strengthening our welcoming, connecting, and partnership C. Improving student readiness for life after graduation D. Optimizing our management of all types of resources E. Developing the capacity, skills, and accountability of a diverse staff



WBWF Goals & MAPS Vision Card Measures

	All children are ready for school.	All third-graders can read at grade level.	All racial and economic achievement gaps between students are closed.	All students are ready for career and college.	All students graduate from high school.
A. Improving learning and development for each learner	A1: Kindergarten literacy A3a: Fall Kindergarten DIBELS	A2: Spring DIBELS benchmark for 2nd grade	A3b: 3rd–5th MCA A3c: 6th–8th MCA A4: 4-year grad rate A6: Suspension disparities		A3d: High School academic progress A5: Activity participation
B. Strengthening our welcoming, connecting, and partnership			B6: District-wide PBIS student data		B1: Student satisfaction B2: Family satisfaction B4: Attendance rates
C. Improving student readiness for life after graduation			C4a: 3–5 students in TD C4b: 6–8 students in TD C4c: Dual credit students	C2: Career Pathway students C3a: 22 or higher ACT C3b: 31 or higher ASVAB C5: Graduate satisfaction	C1: 4-year graduation rates
E. Developing the capacity, skills, and accountability of a diverse staff			E1: Staff participation E2: Staff satisfaction E3: Staff ongoing coaching		





Equity Oriented Strategic Planning

Inequity Statement

Goal Statement

Barriers

Hypothesis

Theory of Change

Strategies for Adult Actions





Example of Equity Oriented Strategic Planning

Inequity Statement: A disproportionately large percentage of students who report being bullied or hazed are 9th graders

Goal Statement: Decrease the percentage of 9th grade students who report being bullied or hazed by 30%

Barriers: Picking on or hazing new students is seen as an acceptable rite of passage

Hypothesis: More 9th grade students report being bullied or hazed because students see this as a rite of passage that everyone must endure

Theory of Change: If administrators, teachers and student leaders actively promote an inclusive environment for all students, bullying and hazing incidents will decrease

Strategies for Adult Actions: Building administrators and teachers will work with students leaders to develop advisory lessons, posters and video messages to promote a safe and inclusive environment specifically calling out prohibited bullying and hazing actions





EOSP Up & Outs

C4L	Difference between student groups on fall Kindergarten DIBELS for MAPS preschool attendees. 30% (-1%)			
Elementary Schools	Percentage of students who meet winter literacy benchmark for Kindergarten DIBELS. 66% (+8%)	Percentage of students who meet spring literacy benchmark for 2nd grade DIBELS 68% (+2%)	Difference between students identified by racial groups in 3rd-5th grade MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing Math 66% (2%) Reading 59% (-1%)	Difference in the number of suspensions between 6 student groups 3% (-1%)
Middle Schools	Difference between students identified by racial groups in 6th-8th grade MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing Math 38% (2%) Reading 47% (-1%)	Percentage of students at the middle and high school levels that are engaged in a district-sponsored activity 43% (+13%)	Difference in the number of suspensions between 6 student groups 3% (-1%)	
High Schools	Difference between students identified by racial groups in academic progress, considering group size, trend analysis, and the highest performing and lowest performing 69% (-5%)	Difference between students identified by racial groups in high school graduation rate, considering group size, trend 4 analysis, and the highest performing and lowest performing 86% (no change)	Percentage of students at the middle and high school levels that are engaged in a district-sponsored activity 60% (+9%)	Difference in the number of suspensions between 6 student groups 3% (-1%)



Achievement & Integration

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

There are four ways that a district can be eligible for the program:

1. Racially Isolated (RI): Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. Adjoining: District physically adjoins a racially isolated district.
3. Racially Identifiable School (RIS): Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. Voluntary: District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).



Achievement & Integration

OUR GOALS

OUR STRATEGIES

The percentage of students in each student group enrolled in Pre-K school year and summer programming will increase by 1.6% each year. We met our goal for two student groups: Two or More Races and FRLP. We did not meet our goal for 2 of our student groups.

- Scholarships for students
- Transportation offerings to provide accessibility for families
- School/Community Liaisons: provide information, interpretations, and family support for school/parent engagement

The percentage of Black or African American who meet or exceed the 3rd-grade Reading MCA will increase from 33.8% to 43.8% by 2025. We met this goal. The percentage of Hispanic or Latino who meet or exceed the 3rd-grade Reading MCA will increase from 35% to 45% by 2025. We exceeded this goal.

- Have mentor-coach available at each K-5 building
- Leadership's use of Coaching for Equity and Science of Reading
- Professional development
- School/Community Liaisons

The percentage of students in each student group in Grade 8 who participate in teacher career pathway activities will increase by 2% each year. We exceeded this goal as 100% of students participated

- Launch Education Pathway at Middle Schools
- Campus visits for our students in our education pathway
- Why I Teach Program is launched
- Collaboration with secondary students in education capstone courses
- Postsecondary engagement for our students in our education pathway
- Connect students of color with current staff of color within MAPS

The percentage of students of color and FRPL who are enrolled in a student integration career pathway activity or individualized career exploration opportunities will increase by 2% each year. We met our goal for three student groups. We did not meet our goal for two student groups.

- Career Pathway Activities
- Story Ark
- School/Community Liaisons



Thank you

Questions?

