



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: Independent School District 518

WBWF Contact: Josh Noble

A&I Contact: Maria Peters

Title: Director of Instruction

Title: NCIC Coordinator

Phone: 507-727-1138

Phone: 507-376-3300

Email: Josh.Noble@isd518.net

Email: Maria.Peters@isd518.net

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: www.isd518.net

Provide the direct website link to the A&I materials: www.isd518.net

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 2020–21 SY: November 15, 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>The percentage of children who participate in the district preschool program will maintain the 2018 results of kindergarten readiness of at least 90% as measured by a local kindergarten entry profile tool.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>76% (66/87) of students met the score of 52 or higher on the local kindergarten entry profile tool.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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>By 2022, 60% of students in grade 3 at Prairie Elementary enrolled by Oct 1, will be proficient on the Reading MCA (all accountability tests).</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>On the 2022 Reading MCA accountability test, 32.7% of third graders were proficient.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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>By 2022, the percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments (MCA) in Math and Reading.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>See below for results of each subgroup.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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>

Student Subgroup	Reading (2022)	Math (2022)
All Students (Grades 3-10)	36%	27.2%
Hispanic	28.9%	20.1%
Black	29.3%	19.6%
Asian	36%	28%
White	45%	37.3%
Two or More Races	39.6%	32.7%
Limited English Proficiency	19%	14.2%
Special Education	21.2%	17.1%
Free-Reduced Price Lunch	27.9%	21%

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>By 2022, the percentage of students at Worthington High School and Learning Center who are college and career ready will increase from 75% to 85%, as measured by the following criteria: rate of attendance (at least 90%), career goal in written form, and complete a career assessment.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>At the High School, 81.8% of students had at least 90% attendance rate. 100% of students have a career goal and take a career assessment.</p> <p>At the Learning Center, 40% of students have at least 90% attendance rate. 93% have a written career goal and 95% took a career assessment.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input 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 checked="" 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>The percentage of student graduates in the Worthington School District will increase from 78.7% to 85% (7 year), as measured by the Minnesota Department of Education report card.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The entire district 4 year graduation rate was 74.5% for the Class of 2021. At the High School, the 4 year graduation rate was 83.4% and the Learning Center was 51.6%.</p> <p>The entire district 7 year graduation rate was 78.7% for the 2018 cohort which is an increase from the 4 year rate of 75.3%. At the High School, the 7 year graduation rate was 88.4% (increase from 85.9%) and the Learning Center was 53.9% (increase from 44.7%).</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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: Worthington Independent School District 518

A and I Contact: Maria Peters

Title: NCIC AI Coordinator

Phone: 507-376-3300

Email: Maria.Peters@isd518.net

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2019–June 30, 2022). *If you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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.

Type response here

Racially Identifiable Schools N/A: Does not apply to NCIC Districts

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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

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>By 2023, the percentage of students in the FRPL subgroup of grade 8 will increase from the current proficiency level of 33% to 40% or greater as measured by the MCA's in Math.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>Baseline: 33% FY21 8th grade FRPL subgroup: 10.2%</p>	<p>FY22: 8th grade FRPL subgroup: 20.5%</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report</p>

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>By 2023, 70% of teachers, an increase from the baseline of 0%, will participate in professional development trainings that are designed to increase understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.</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>0%</p> <p>FY21: 33.2%</p> <p>102 teachers participated in trainings designed to increase understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.</p>	<p>FY22: 97%</p> <p>296 teachers participated in trainings designed to increase understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.</p>	<p>Check one 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>

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
<p>By 2023, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report improved school climate will increase from 70% to 75%.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>70%</p>	<p>Unable to Report</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Unable to Report</p>

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>By 2023, the percentage of racially/ethnically diverse teachers will increase from 4% to 5% and racially/ethnically regularly scheduled support staff will increase to 24% in order for all students to have a greater academic outcome and equitable education experience. Equity Council will review local data and best practices research on strategies on recruiting and retaining teachers of color.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Licensed Staff of Color: 4%</p> <p>Support Staff of Color: 18%</p>	<p>Licensed Staff of Color: 5.2% 16/307</p> <p>Support Staff of Color: 32.2% 116/360</p> <p>District-wide Staff of Color: 19.8%</p>	<p>Check one 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>

Achievement and Integration Goal 5

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>By 2023, 150 students from FRPL student group, an increase from the baseline of 45 students, will participate in NCIC out-of-school time programs. Students will demonstrate increased college and career readiness by writing an individualized learning plan, making at least one college visit, and in participating in leadership or civic engagement activities. Seniors, will complete a college application, FAFSA, or job application.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>45 students</p> <p>FY21: a cohort of 50 students were served. 35 students met the goal criteria.</p> <p>FY21: 14 seniors completed a college application, FAFSA or job application with NCIC staff support.</p>	<p>FY22: a cohort of 75 students were served. FY22: 54 students met the goal criteria.</p> <p>FY22: 26 seniors completed a college application, FAFSA or job application with NCIC staff support.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

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.

The impact of the integration strategies described in the AI plan was significantly less than anticipated due to the Covid-19 pandemic. The opportunities to bring students from multiple districts together in-person were not possible.

Our academic goal in math was not met, but we believe it was largely due to the inconsistencies brought about by Covid 19. Several interventionist teachers at Worthington Middle School worked with students who were struggling in core content areas, including math. A youth development leader worked with EL students in the classroom four half-days per week to lend additional support to them. Additionally, NCIC offers after-school homework help one day a week for middle school students who chose to participate. Finally, a two-week summer math camp was offered.

Within ISD 518, the out-of-school time activities brought students from various cultures together in small groups. The smaller number of students participating each day allowed for the students to get to know one another better and develop deeper friendships. This was beneficial for helping students from different cultures get to know one another and each other's cultures better.

Our work to train, recruit, and retain staff is color is going well.