

2021-2022
World's Best Workforce Plan
Lewiston - Altura School District



*Public Meeting &
Presentation to the School Board
November 15, 2021*

Systems Accountability Committee

A cross section of administration, school board members, teachers and staff meet regularly to discuss L-A curriculum and other areas of need to strengthen and expand academic programming for students.

Teachers

Matthew Wilmes
Lori Anderson
Sarah Berndt
Mari Jo Starks

Other School Staff

Jeff Oian - Tech

Administration

Gwen Carman, Superintendent
Dr. Cory Hanson, Gr. 7-12 Principal
Dave Riebel, Elementary Principal

School Board

Jenny Koverman

Community Members

Mariann Miller – Saint Mary’s University of Minnesota
Jim Ziegler – Minnesota State College Southeast
Michelle Herber – Parent
Stephanie Lang – Parent
Derek Lee – Parent
Kellie Eggert - Parent
Craig Porter – Business Owner

Public Meeting

Superintendent Gwen Carman presented in a public meeting format the district’s World’s Best Workforce Plan on Monday, November 15, 2021 at 6:00pm as part of the Lewiston-Altura School Board meeting held in person and with a remote link for remote viewing.

Public Posting of the Plan

This plan is available for the community on the district’s webpage: www.lewalt.k12.mn.us

Student Achievement Goals Based on MCA Performance: Districtwide

L-A Schools will improve districtwide **Reading** proficiency on the 2022 MCAs to be equal or above MN state averages.

<i>2021 Results: State = 52.5%</i>	<i>L-A = 50.9%</i>	<i>Difference: -1.6%</i>
<i>2019 Results: State = 59.2%;</i>	<i>L-A = 62.7%</i>	<i>Difference: +3.5%</i>
<i>2018 Results: State = 59.9%;</i>	<i>L-A = 56.2%</i>	<i>Difference: -3.7%</i>
<i>2017 Results: State = 60.2%;</i>	<i>L-A = 56.9%</i>	<i>Difference: -3.3%</i>

L-A Schools will improve districtwide **Mathematics** proficiency on the 2022 MCAs to be equal or above MN state averages.

<i>2021 Results: State = 44.2%</i>	<i>L-A = 30.8%</i>	<i>Difference: -13.4%</i>
<i>2019 Results: State = 55.0%;</i>	<i>L-A = 49.2%</i>	<i>Difference: -5.8%</i>
<i>2018 Results: State = 57.2%;</i>	<i>L-A = 47.2%</i>	<i>Difference: -10.0%</i>
<i>2017 Results: State = 58.7%;</i>	<i>L-A = 54.1%</i>	<i>Difference: -4.6%</i>

L-A Schools will improve districtwide **Science** proficiency on the 2022 MCAs to be equal or above MN state averages.

<i>2021 Results: State = 43.1%</i>	<i>L-A = 38.6%</i>	<i>Difference: -4.5%</i>
<i>2019 Results: State = 50.7%;</i>	<i>L-A = 49.1%</i>	<i>Difference: -1.6%</i>
<i>2018 Results: State = 52.0%;</i>	<i>L-A = 34.8%</i>	<i>Difference: -17.2%</i>
<i>2017 Results: State = 54.2%;</i>	<i>L-A = 51.1%</i>	<i>Difference: -3.1%</i>

Student Achievement Reading Goals Based on MCAs: Grade Spans

2021-22 Goal: 3rd-4th grade students will go from 48.1% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2021 to at least 60.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: 3-4</u>	<u>State Average Grade 3</u>	<u>State Average Grade 4</u>
2017: 59.0%	56.8%	57.0%
2018: 56.5%	55.9%	55.7%
2019: 62.9%	54.6%	55.4%
2021: 48.1%	48.5%	49.3%

2021-22 Goal: 5th-6th grade students will go from 66.7% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2021 to at least 71.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: 5-6</u>	<u>State Average Grade 5</u>	<u>State Average Grade 6</u>
2017: 69.2%	67.5%	63.4%
2018: 70.1%	67.0%	64.4%
2019: 67.0%	65.8%	62.8%
2021: 66.7%	59.4%	55.0%

2021-22 Goal: Secondary students (Grades 7, 8, 10) will go from 43.5% of the students meeting or exceeding proficiency on the **MCA in Reading** in 2021 to at least 60.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: Gr7-8, 10</u>	<u>State Avg Grade 7</u>	<u>State Avg Grade 8</u>	<u>State Avg Grade 10</u>
2017: 48.9%	57.5%	58.9%	60.5%
2018: 47.8%	58.1%	58.5%	59.2%
2019: 59.9%	57.5%	57.7%	60.4%
2021: 43.5%	48.3%	49.7%	58.3%

Student Achievement Mathematics Goals Based on MCAs: Grade Spans

2021-22 Goal: 3rd-4th grade students will go from 67.5% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2021 to at least 75.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: 3-4</u>	<u>State Average Grade 3</u>	<u>State Average Grade 4</u>
2017: 71.4%	56.8%	57.0%
2018: 73.1%	55.9%	55.7%
2019: 81.4%	54.6%	55.4%
2021: 67.5%	48.5%	49.3%

2021-22 Goal: 5th-6th grade students will go from 31.2% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2021 to at least 45.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: 5-6</u>	<u>State Average Grade 5</u>	<u>State Average Grade 6</u>
2017: 52.9%	57.1%	55.5%
2018: 44.9%	54.7%	53.8%
2019: 38.7%	52.0%	50.5%
2021: 31.2%	41.1%	37.2%

2021-22 Goal: Secondary students (Grades 7, 8, 11) will go from 16.2% of the students meeting or exceeding proficiency on the **MCA in Mathematics** in 2021 to at least 45.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: Grades 7-8, 11</u>	<u>State Avg Grade 7</u>	<u>State Avg Grade 8</u>	<u>State Avg Grade 11</u>
2017: 44.2%	54.9%	58.2%	48.4%
2018: 33.3%	54.4%	57.2%	47.3%
2019: 37.9%	52.1%	55.2%	45.0%
2021: 16.2%	37.4%	39.8%	41.4%

Student Achievement Goals Based on MCAs: Science

2021-22 Goal: L-A students will go from 38.6% of the students meeting or exceeding proficiency on the **MCA in Science** in 2021 to at least 51.0% of the students meeting or exceeding proficiency in 2022.

<u>L-A: Gr. 5, 8, 11</u>	<u>State Avg</u>
2017: 51.1%	54.2%
2018: 34.8%	52.0%
2019: 49.1%	50.7%
2021: 38.6%	43.1%

ACT College Readiness Results (Mean Score)

Grad Year	English	ELA	Mathematics	Reading	Science	STEM	Composite Avg. (District/State)
2018	18.6	18.0	21.1	20.4	21.5	21.6	20.5/21.3
2019	17.9	18.4	20.1	20.3	20.6	20.6	19.9/21.4
2020	19.9	19.3	22.7	21.9	22.5	22.8	21.8/21.3
2021	19.0	18.9	19.3	21.3	21.2	20.5	20.3/21.4

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- English Composition: 18 on ACT English Test
- College Algebra: 22 on ACT Mathematics Test
- Social Science: 22 on ACT Reading Test
- Biology: 23 on ACT Science Test

NOTE: Not all students who take the ACT enroll in college.

District Goals to Support Minnesota's WBWF Target Areas

Target Area	2021-22 Goals
All children enter kindergarten ready to learn	The percent of L-A school readiness students who achieve 80% or higher proficiency level based on Work Sampling data in all developmental areas will increase from 69% in 2021 to 74% in 2022. (NOTE: The percent of students at the 80% proficiency level in 2019 was 78%.)
All students read well be end of 3rd grade	Third grade students meeting or exceeding proficiency on the Reading MCAs will go from 65% in 2021 to at least 70% in 2022.
Close the Achievement Gap	<p>The districtwide reading achievement gap for white students (2021: 52.8% proficient) in comparison to Hispanic/Latino students (2021: 32.4% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 20.4% in 2021 to 17.0% in 2022.</p> <p>The districtwide mathematics achievement gap for white students (2021: 31.1% proficient) in comparison to Hispanic/Latino students (2021: 27.2% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 3.9% in 2021 to 2.0% in 2022.</p> <p>The district wide reading achievement gap for all students (2021: 50.9% proficient) in comparison to students eligible for free/reduced priced meals (2021: 39.6% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 11.3% in 2021 to 9.0% in 2022.</p> <p>The district wide mathematics achievement gap for all students (2021: 30.7% proficient) in comparison to students eligible for free/reduced priced meals (2021: 25.0% proficient) as measured by the percent of students meeting or exceeding proficiency on the MCAs will go from 5.7% in 2021 to 4.0% in 2022.</p>
All students graduate from high school	The 4 year graduation rate for L-A High School will be 95% or higher. (95.8% in 2019, 90.8% in 2021.)
All students attain college and career preparedness	<p>This data is being developed through the "Redefining Ready" process which involves administrators and teachers. "Career and College Readiness" will be measured by multiple data sources including attendance, extra/co-curricular participation, GPA, enrollment in career training classes and more. Our first 'report card' will be available Summer 2022 and then subsequent annual growth goals will be able to be set.</p> <p><u>2021-22 Measurable Goal based on ACT Scores:</u> The Composite Score of L-A students who take the ACT will increase from 20.3 in 2021 to at least 21.3 in 2022.</p>
Consistent Attendance	Lewiston- Altura Schools 2022 attendance data will be at 91% or higher. (91.2 % in 2019). (MDE Definition: A student is considered consistently attending if they attend more than 90% of time the student is enrolled during the school year.)

2018-19			
Course Type	Sections	Total Students	Unique Students
CLEP	1	12	12
AP	3	25	15
PSEO		133	32
Articulated	8	173	126
Concurrent	NA	NA	NA
Work Experience	4		
Total	16	343	

2019-20			
Course Type	Sections	Total Students	Unique Students
CLEP	1	12	12
AP	3	15	13
PSEO		159	37
Articulated	7	110	102
Concurrent	4	55	40
Work Experience			
Total	15	351	

2020-21			
Course Type	Sections	Total Students	Unique Students
CLEP	2	18	18
AP	2	8	8
PSEO		181	37
Articulated	8	153	99
Concurrent	4	42	34
Work Experience	4	24	7
Total	20	426	

Total Number of Students taking a College Credit				
Total	9	10	11	12
143	7	11	60	65
282	83	62	68	69
0.51	0.08	0.18	0.88	0.94

Total Number of Students taking a College Credit				
Total	9	10	11	12
133	0	21	53	59
259	58	85	55	61
0.51	0.00	0.25	0.96	0.97

Total Number of Students taking a College Credit				
Total	9	10	11	12
140	12	11	77	52
282	77	61	88	56
0.50	0.16	0.18	0.88	0.93

Work Experience				
Total	9	10	11	12
3	0	0	2	1
282	83	62	68	69
0.01	0.00	0.00	0.03	0.01

Work Experience				
Total	9	10	11	12
2	0	2	0	0
259	58	85	55	61
0.01	0.00	0.02	0.00	0.00

Number of Students College and/or Career Ready				
Total	9	10	11	12
7	1	3	2	1
282	77	61	88	56
0.02	0.01	0.05	0.02	0.02

Number of Students College and/or Career Ready				
Total	9	10	11	12
146	7	11	62	66
282	83	62	68	69
0.52	0.08	0.18	0.91	0.96

Number of Students College and/or Career Ready				
Total	9	10	11	12
135	0	23	53	59
259	58	85	55	61
0.52	0.00	0.27	0.96	0.97

Number of Students College and/or Career Ready				
Total	9	10	11	12
147	13	14	79	53
282	77	61	88	56
0.52	0.17	0.23	0.90	0.95

*Grade level numbers are based upon the Oct. 15 childcount for consistency

**Student numbers are actual students that remained enrolled in the course without dropping

***Taking a course does not mean that a student passed the course

Continuous Growth and Improvement: Specific 2021-22 Action Steps

1. Standards Based Learning/Curriculum Review process (all grade levels, all curricular areas) – working towards consistent alignment with MN Standards for assessments/grading, curriculum and instruction. This is being facilitated by administration and a 1.0 FTE Curriculum Coordinator as focus of PLCs and Staff Development
 - a. Continuous/ increased emphasis on student data/student outcomes:
 - i. How do we know when a student has learned?
 - ii. How do we respond when they don't?
 - iii. How do we respond when they've already learned it?
2. Increased options for credit recovery for high school students to recover credits during the school day, in addition to after school.
3. New mathematics curriculum for grades 5-8, purchased after Standards Based alignment review process summer 2021.
4. Teachers encouraged to visit peer or neighboring district's classrooms for observation and reflection on other teachers' instruction and curriculum implementation strategies.
5. Integration of technology, tablet use and online curriculum resources ongoing. Expand use of effective blended instruction.
6. Expand advertising and recruitment efforts to attract racially diverse teacher and staff candidates.
7. Expansion of Spanish interpretation and support for English Learning students and parents.