2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.
Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.
When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document **here**.

Cover Page

District or Charter Name

0720-01 Shakopee Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Ford Rolfsrud

WBWF Contact Title

Data and Testing Supervisor

WBWF Contact Phone Number

(952)496-5022

WBWF Contact Email

frolfsru@shakopee.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

Yes

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

Year 3 (3-year plan spans SY 2018-20)

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

No

A&I Contact Name

Ray Betton

A&I Contact Title

Equity Supervisor

A&I Contact Phone Number

(952)496-5148

A&I Contact Email

rbetton@shakopee.k12.mn.us

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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 link to the district's WBWF annual report and A&I materials.

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.shakopee.k12.mn.us/domain/1664

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

https://www.shakopee.k12.mn.us/Page/4878

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. <u>Report on this measure for the 2019-2020 school year.</u>

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 2019-20 school year.

11/23/2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. <u>Report on your membership list.</u>

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Ford Rolfsrud

Role in District

Learning, Teaching, and Equity Supervisor

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Joe Aldrich

Role in District

School Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kayla Besse

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jeremy Casper

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sinouane Chanthraphone

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Anna Clausen

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Aline Condon

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

 Corinne Doherty

Role in District

 Teacher

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Parker Hileman Tabios

Role in District

 Student

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Katie Johnson

Role in District

 District Assistant, Parent

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Josie Koivisto

Role in District

 Principal, Parent

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Kim Loughlin

Role in District

 Parent

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Paul Nettesheim

Role in District

 Assistant Principal, Parent

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

Matthew Peris

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Daniel Sepulvado

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Nika Summer

Role in District

Learning, Teaching, and Equity Supervisor

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Nancy Thul

Role in District

Director of Learning, Teaching, and Equity

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Misty Van Voorst

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place 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 legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

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.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
Who was included in conversations to review equitable access data?
(200 word limit)

Our HR department continuously reviews how many of our teachers are licensed and in-field. We have a teacher evaluation system to monitor teacher effectiveness. This process is conducted by building administration and is overseen by our Assistant Superintendent.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

When new or reconfigured buildings are staffed, the experience level is monitored to insure all buildings have a solid mix of new and experienced teachers. When new boundary lines are drawn, demographic balance is factored in to decisions
with a goal of having all our buildings reflect our community as a whole. Additionally, building administrators monitor the effectiveness of teacher teams and Professional Learning Communities, making assignment adjustments as needed
to balance teacher performance and experience throughout each individual school.We use our MCA and local assessment data along with HR files to determine experience and effectiveness quality of each individual teacher and teacher team.

We have created and continue to develop an EquityTeam focused on working with individual students and professional development of staff around equity. Our staff recruiting practices have shifted to seek out and encourage applicants with varying backgrounds. Professional development practices including our Instructional Coaches, book studies, and culturally responsive professional development in the district also reflect our commitment to give all students access to equitable education to set them up for successful futures.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
(200 word limit)

14.5% of our students are Hispanic. Approximately 90 additional Hispanic teachers would increase our licensed teacher staff to reflect our Hispanic student population.

10.8% of our students are Asian. Approximately 70 additional Asian teachers would increase our licensed teacher staff to reflect our Asian student population.

10.8% of our students are black. Approximately 70 additional black teachers would increase our licensed teacher staff to reflect our black student population.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

We are currently working on six strategies with in our Human Resources Department to close this gap:
1. Recruit our own students
2. Early recruitment of college students in teacher education programs
3. Targeted recruiting and an increased presence in events specifically for culturally diverse communities
4. Targeted recruitment in the Shakopee Public Schools community
5. Continue to build a strong employment message for Shakopee Public Schools, heavily emphasizing our mission, core
values and strategic goals.
6. All HR staff will complete the IDI

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

We will increase the number of our incoming kindergarten students demonstrating academic readiness on 3 of the 4 local measures of school readiness from 65% in 2018-2019 to 68% in 2019-2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Percent of students meeting 3 out of 4 measurements: 64% (329/515)

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We are using counting, number identification, letter identification, and letter sound identification in the fall of each student's kindergarten year to determine their readiness for kindergarten. We consider any student meeting the benchmark in at least 3 out of the 4 data points to be a student who is "ready for school".

In order to meet this goal, we currently pull representative teachers from our preschool programs and our kindergarten classrooms together to align benchmarks.

While we currently do this once per year, we are looking to increase our collaboration throughout the school year. Looking at this data each year and communicating with our preschool as well as our county early childhood connections will lead to clearer guidelines around what will best serve our young learners before entering their kindergarten year. Feedback from teachers also helps us determine current effectiveness of collaboration and how often we may need to meet as a team in the future.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of 3rd grade students enrolled in Shakopee Public Schools that are proficient on the MCA Reading test will increase from 4.8% above state rates in 2018- 19 to 6.8% above state proficiency rates by 2019-20.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Due to COVID-19, no 2020 accountability data is available.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We use 3rd grade MCA reading scores to determine achievement and growth. While we have not disaggregated by student groups in this goal, each of our schools and our district as a whole continue to set continuous improvement goals that include closing the achievement gap in math and reading for all traditionally under-represented groups of students.

We have instructional coaches to work with teachers to improve reading instruction. We also utilize intervention teachers within each school to target students who are below grade level. Our PLCs use ongoing formative assessment data to insure teachers meet students where they are at with instruction.

We have been fully implementing our strategies, but are continuously looking for ways to improve and make our practices more robust. This year we merged the Teaching & Learning department with the Excellence with Equity department as we continue to strive to meet the needs of each student.

Progress monitoring data is consistently being reviewed and monitored in PLC meetings by all teachers. We also use the nationally-normed standardized FAST test in fall, winter, and spring to make checks throughout the school year that our students are continuing to make progress toward proficiency.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The weighted average achievement gap in reading (based on MCA results), including the student groups of FRP, SpEd, EL, Asian, Black, Hispanic, Native American, Pacific Islander and Multi-Racial groups will improve from -27.1% below comparison groups (level 3* 20% - 29% range) in 2018-2019 to -22.1% in 2021-2022.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Due to COVID-19, no 2020 accountability data is available.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We used our MCA Reading results for all students in grades 3-8 and 10. Students are compared to their comparison group (i.e. FRP vs. non-FRP, Hispanic vs. White) to come up with the achievement gap for their group. We then average all of the achievement gaps to determine one weighted achievement gap for the district.

Instructional coaches work with teachers and PLCs to purposefully identify instructional practices that will not only be culturally relevant but also engaging in an effort to better meet the needs of all students, especially those who have been historically underserved. We have a strong equity team who works with students to bridge their opportunity gaps. We merged our departments this year to strengthen the connection between equity and instruction.

We will be doing a comprehensive needs assessment and conducting an audit of programming to determine current effectiveness of programming and ultimately the next steps that will best prepare us to achieve this goal. Our equity team has a strong presence at the High School. We plan to bring more equity supports to our K – 8 students as well. We are in the process of evaluating the effectiveness of these strategies.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of students meeting all 4 Career and College readiness benchmarks on the ACT will increase from 27% for the 2019 graduating cohort to 30% for the 2020 graduating cohort.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

29% of students met all four College and Career Ready ACT Benchmarks

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We use the results from ACT tests from our most recent graduating class. Because we offer the ACT plus Writing to all students at our High Schools, we disaggregate our data and compare students from year to year.

We worked with teachers to revise curriculum in order to align to ACT and state standards. We offer a practice ACT to all students.

Our percentage of students who have taken the test has increased from 66% to just under 100% of each graduating class.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Shakopee Senior High School Goal The percentage of students that graduate in 4 years will increase from 86.6% in 2017 to 89% in 2019 (2.4 percentage point increase).

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Shakopee High School 2019 Cohort had an 87.9% 4-year graduation rate.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

We use our graduation rate from the 2018 cohort as reported by the MN Department of Education. Our district as a whole continues to set continuous improvement goals that include closing the achievement gap and increasing the graduation rate for all traditionally under-represented groups of students.

We are conducting a credit deficiency study broken down by grade to determine where students begin to fall behind, analysis of our credit recovery options to determine which are most effective in helping students get back on track, and an overall comprehensive needs assessment supported by the Centers of Excellence. We are implementing an academy model at the high school, which is intended to support students by creating small learning communities. We are continuing to solidify our MTSS framework.

We are implementing our strategies well. We are including our teacher stakeholders in the conversations and our academy model has created a school-within-a-school approach that is allowing our teachers to connect with students more effectively.

Do you have another goal for All Students Graduate?

Yes

All Students Graduate

Goal

Provide the established SMART goal for the 2019-20 school year.

Tokata Area Learning Center Goal The percentage of students that graduate in 7 years will increase from 77.5% in 2017 to 80% in 2019 (2.5 percentage point increase).

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Tokata Learning Center 2019 Cohort had a 72.4% 7-year graduation rate.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit)

(Same as above)

We use our graduation rate from the 2018 cohort as reported by the MN Department of Education. Our district as a whole continues to set continuous improvement goals that include closing the achievement gap and increasing the graduation rate for all traditionally under-represented groups of students.

We are conducting a credit deficiency study broken down by grade to determine where students begin to fall behind, analysis of our credit recovery options to determine which are most effective in helping students get back on track, and an overall comprehensive needs assessment supported by the Centers of Excellence. We are implementing an academy model at the high school, which is intended to support students by creating small learning communities. We are continuing to solidify our MTSS framework.

We are implementing our strategies well. We are including our teacher stakeholders in the conversations and our academy model has created a school-within-a-school approach that is allowing our teachers to connect with students more effectively.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

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 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 2018-20 A&I plan goals for each of those schools were 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).

This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

AMENDED GOAL: Shakopee staff will increase their perceived ability to meet the diverse needs of all students by 10 percentage points as measured by a perception survey given fall of 2019 – 2020 and spring of 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

This is a new goal as part of an amended plan. Due to COVID, we did not send out the survey to create our baseline data point.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

Unable to Report

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit.)

Our plan is to use a teacher perception survey annually to determine growth in teacher ability to meet the needs of our diverse student population.

Shakopee Schools partnered with Equity Alliance Minnesota to complete an Equity audit to determine needs in this area. Our next steps will be to use the feedback from the audit to improve on staff ability to meet the diverse needs of our student population.

Do you have another Achievement goal?

Yes

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Total consistent attendance rate for students in grades 9-12 that identify as Black, Native American and Hispanic/Latino will increase from 67% in 2016-2017 to 70% in 2019-2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Attendance rate was 67% in 2016-2017.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

This data is not accurate due to COVID distance learning in the spring.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit.)

We looked at consistent attendance rates by student group. We then compared the student group data to determine an area of inequity.

Our equity team made up of equity specialists and cultural liaisons create connections for students and families to encourage more engagement.

We worked with Equity Alliance Minnesota to conduct an equity audit to determine ways we can better engage our students of color. We will be using the results of that audit to carry out a plan for further engaging our students.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Our achievement gap for Hispanic students in Math will decrease from 36.4 % in Spring of 2018 to 31.4% (5 percentage points) based on MCA results in all grades that take the MCA tests by Spring 2020. Our achievement gap for black students in Math will decrease from 27.4 % in Spring of 2018 to 22.4% (5 percentage points) based on MCA results in all grades that take the MCA tests by Spring 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

Hispanic students gap = 36.4 % in Spring of 2018
Black students gap = 27.4 % in Spring of 2018

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

This data could not be collected due to MCAs being waived in Spring of 2020.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit.)

We have looked at MCA results as a trend. We looked at how each student group compared to one another to determine where we had the largest gaps.

Young Scholars, AVID, Check and Connect, and After School Math Tutoring are our strategies.

Do you have another Integration goal?

Yes

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

NEW GOAL: By 2020, the Academy of Human Services program of study for teaching and educational services, will show an increase in student enrollment for the course "Exploring Education" from 15 students to 30 students by Spring of 2020 (this is a Grow Your Own Initiative)".

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

15 students were enrolled in this course in the 2019-2020 school year.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

This is only a baseline as it is a new goal.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area?
(Narrative is required. 200 word limit.)

We looked at our current staff diversity and the percentage of licensed teachers of color in the state of Minnesota. We decided to make attempts to be part of the solution to the state's lack of licensed teachers of color.

We are using Check and Connect and other interactions with students to encourage as many students as possible who we feel might have an interest in education to pursue this pathway within our academies.

Do you have another Integration goal?

Yes

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

As measured by the pre and post perception survey immediately following the multi-district listening sessions, students will demonstrate an increased understanding of how to access rigorous coursework. This includes understanding how educational integration, with equity as the center, directly relates to rigorous coursework and access to these opportunities.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

We were not able to complete this cross-district activity due to COVID.

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

We were not able to complete this cross-district activity due to COVID.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
What strategies are in place to support this goal area**?**
(Narrative is required. 200 word limit.)

We looked at our district's diversity by student group and the diversity of our partner districts.

Cross District Opportunity Fair and the World Cafe events are our strategies for this goal.

Do you have another Integration goal?

No

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

Our World Café Conversations are an intentional way to create a living network of conversation around questions that matter.

The purpose of Caring and Committed Conversations is to increase real and authentic student voice around things happening inside
and outside our schools and communities and to help students build relationships with each other through smaller group discussions. Each table summarizes the discussion and creates three truths that they took away from the conversation.

We at Shakopee during the past few years have expanded our Achievement and Integration programming to help students in Shakopee achieve their lifelong goals in college and career readiness academically, socially, and emotionally in a diverse world. Our programming has strengthened as staff and students work together in increasing equitable practice. All four of our programs have helped enhance our district as we have worked collectively to create opportunities for all.

Our Young Scholars program is for Kindergarten-2nd grade, AVID is for 8th-12th grade, and our Check & Connect is for 9th graders
only.

Each program has had tremendous success with our students of color and we have seen an increase in our enrollment within our high potential and advanced placement courses throughout the district.

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

(Narrative is required. 200-word limit.)

Due to distance learning in the spring all A/I strategies had to modified or put-on hold, here is a list of our district strategies and progress:

Young Scholars - Services continued, moved online. Our summer enrichment program was cancelled due to pandemic and vendors cancellations. The plan is to still implement our summer enrichment program for our YS Latino and underrepresented students in the areas of math and science.

Check and Connect - Services continued, moved online. Check-ins are still done on a daily basis at the high school and middle schools.

AVID - Services continued, moved online. We could not do the graduation face to face but all other facets of AVID were in full operation.

Family Engagement Nights - Our affinity grouped family engagement nights were put on hold due to pandemic.

Professional Development - We will be creating and implementing professional development in the area of equity based on results from our equity audit.

Culturally Responsive Teaching - We just finished our 2nd learning session by Equity Alliance Minnesota for out Learning Teaching and Equity Department. We also did the same with our district admin that is also going through a leadership series with EAM.

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f//?snc=1607108558_5fca87ce820cd8.80057168&sg_navigate=start