


MCA Math & Reading Data Overview

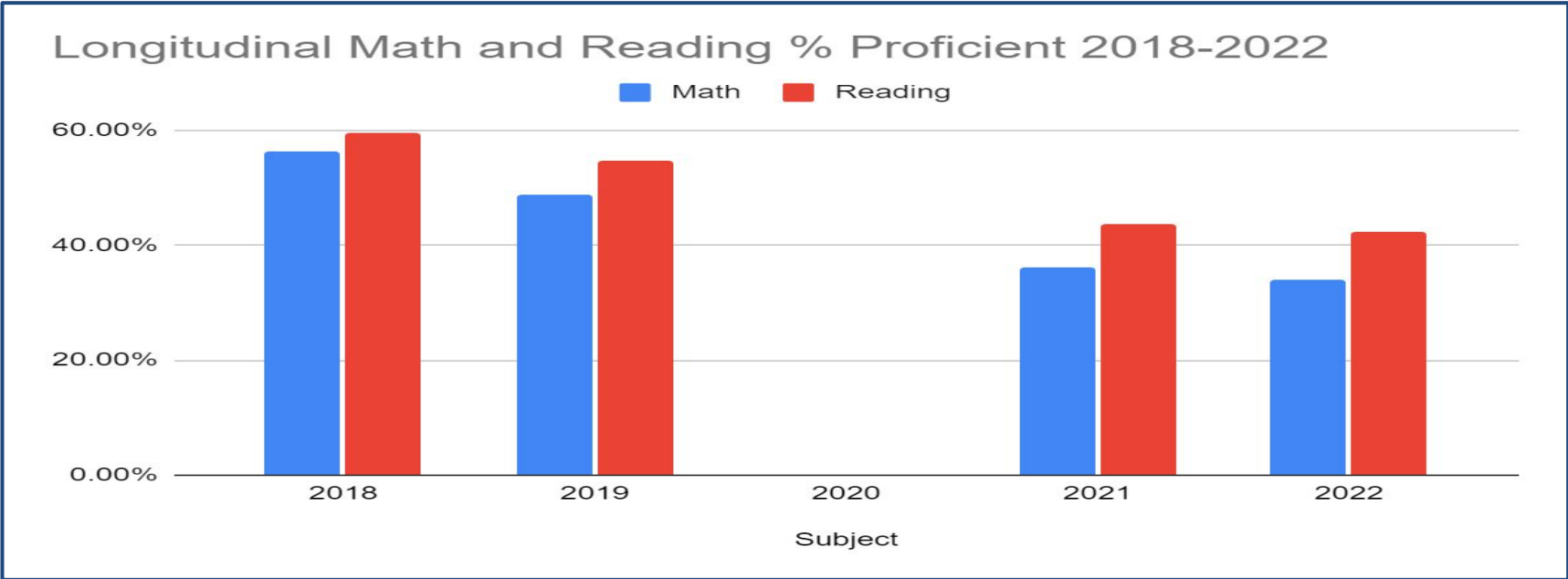
Red Wing
Public Schools
ISD # 256



& World's Best Workforce Plan Overview



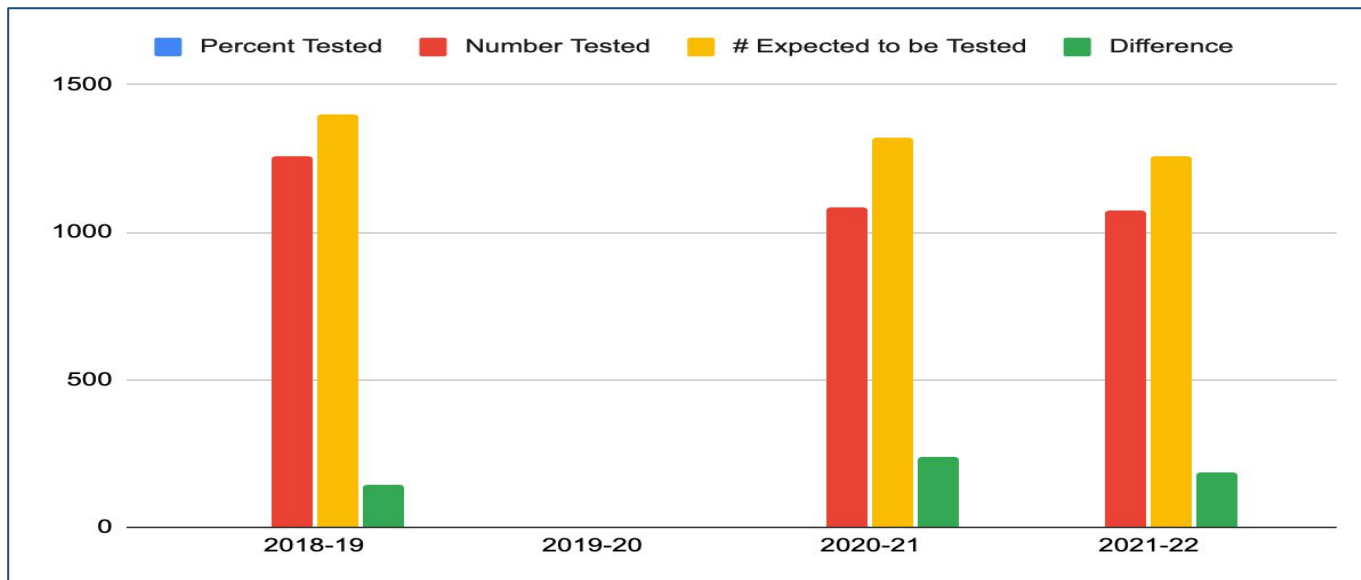
Red Wing Public Schools Longitudinal Data (Reading & Math)



Subject	2018	2019	2020	2021	2022
Math	56.2% (721)	48.9% (611)	N/A (N/A)	36.1% (391)	34.0% (363)
Reading	59.5% (775)	54.8% (714)	N/A (N/A)	43.7% (488)	42.2% (460)

2018-2022 Longitudinal Participation Data (Math)

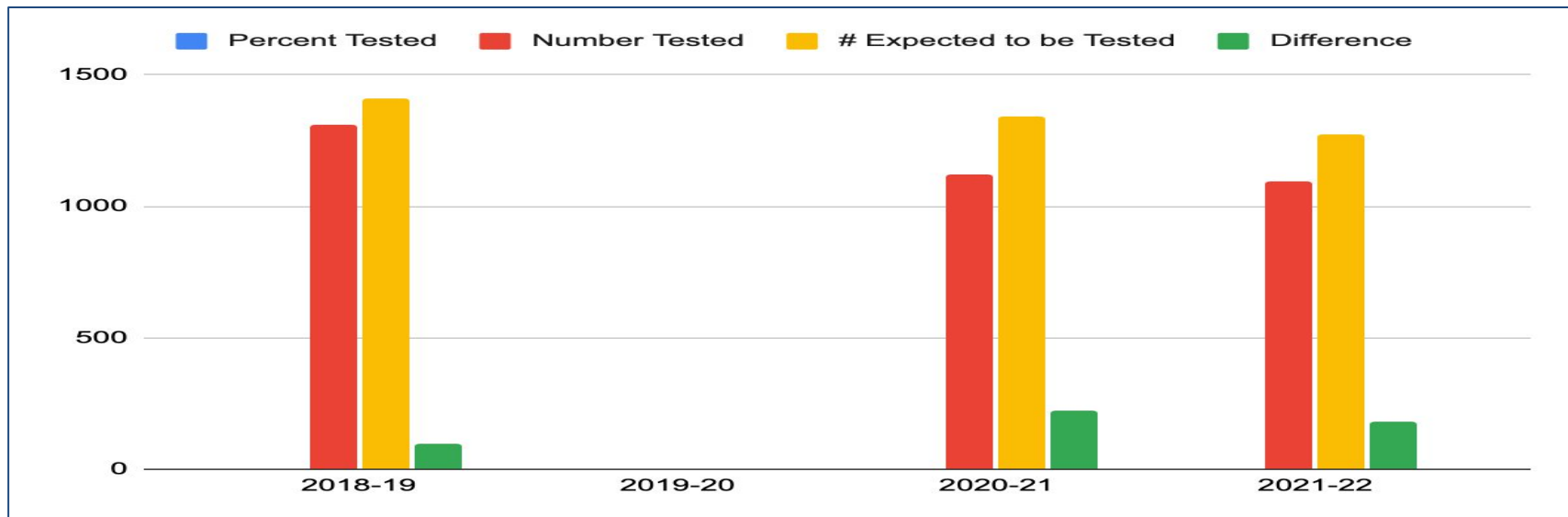
Students who opt out of MCA testing receive a **not proficient** score.



School Year	Percent Tested	Number Tested	# Expected to be Tested	Difference
2018-19	89.80%	1,256	1,398	142
2019-20	N/A	N/A	N/A	N/A
2020-21	82.10%	1,085	1,322	237
2021-22	85.40%	1,072	1,256	184

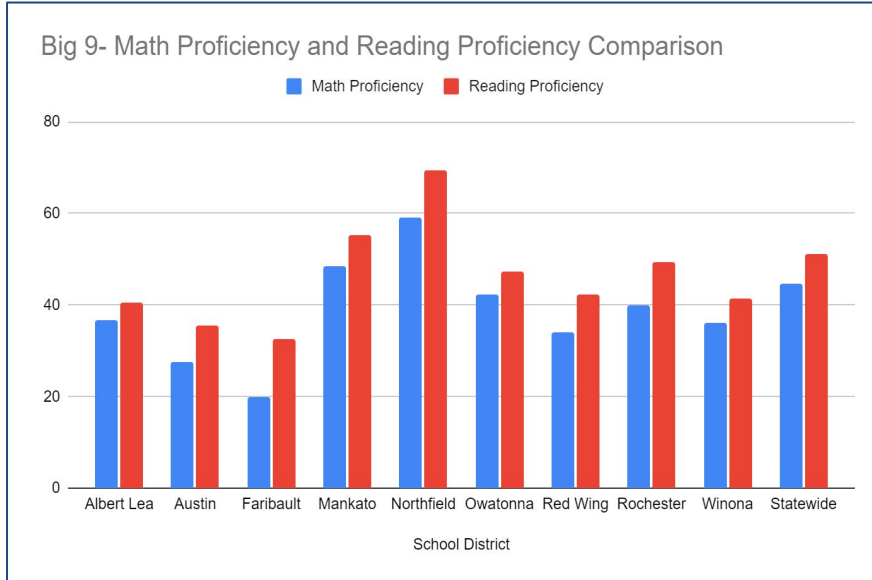
2018-2022 Longitudinal Participation Data (Reading)

Students who opt out of MCA testing receive a **not proficient** score.



School Year	Percent Tested	Number Tested	# Expected to be Tested	Difference
2018-19	93.20%	1,312	1,408	96
2019-20	N/A	N/A	N/A	N/A
2020-21	83.50%	1,121	1,343	222
2021-22	86.00%	1,096	1,275	179

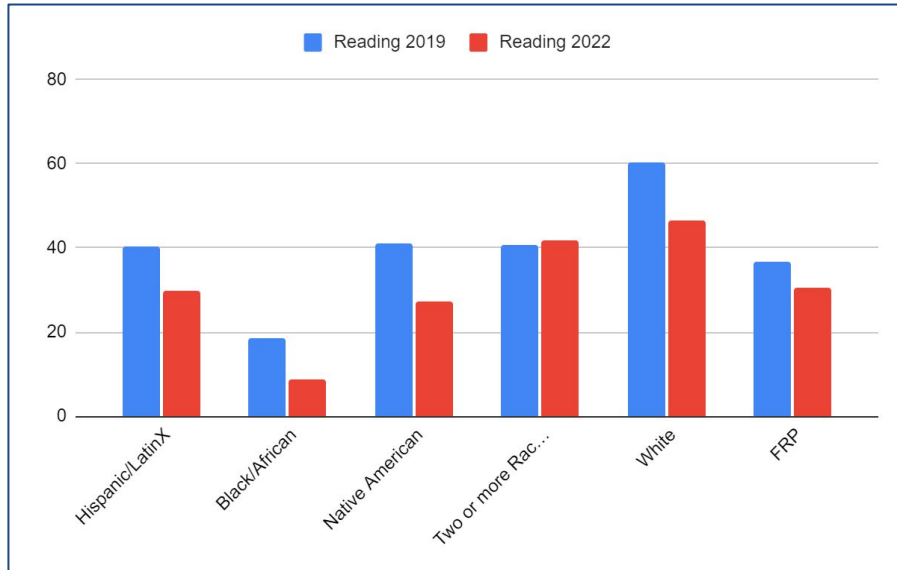
Math and Reading MCA Comparison to Big 9 Districts



School District	Math Proficiency
Northfield	59.2
Mankato	48.4
Statewide	44.8
Owatonna	42.2
Rochester	39.8
Albert Lea	36.6
Winona	36.1
Red Wing	34
Austin	27.5
Faribault	19.8

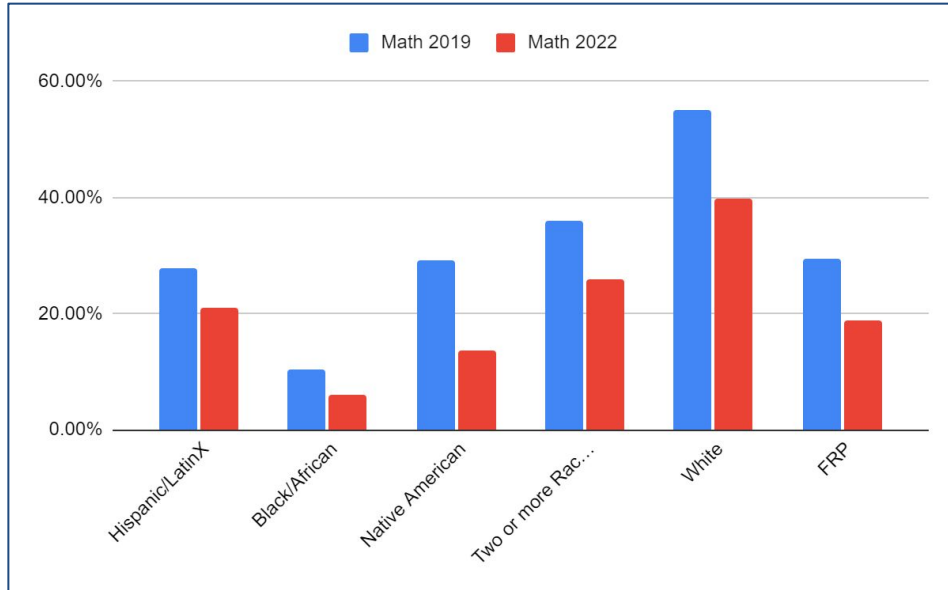
School District	Reading Proficiency
Northfield	69.5
Mankato	55.2
Statewide	51.1
Rochester	49.5
Owatonna	47.3
Red Wing	42.2
Winona	41.5
Albert Lea	40.4
Austin	35.5
Faribault	32.7

Reading Data 2019- 2022 Per Demographics



Student Groups	Reading 2019	Reading 2020/2021	Reading 2022
Hispanic/LatinX	40.2	N/A	29.8
Black/AfricanAmerican	18.4	N/A	8.8
Native American	41.0	N/A	27.3
Two or more Races	40.9	N/A	41.9
White	60.2	N/A	46.6
FRP	36.9	N/A	30.6

Math Data 2019-2022 Per Demographic



Student Groups	Math 2019	Math 2020/2021	Math 2022
Hispanic/LatinX	27.90%	N/A	20.90%
Black/African American	10.50%	N/A	6.10%
Native American	29.20%	N/A	13.60%
Two or more Races	36%	N/A	26%
White	55.20%	N/A	39.80%
FRP	29.50%	N/A	18.80%

What is World's Best Workforce Plan?

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five goals:

- 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.

[Link](#) to full World's Best Workforce Legislative and MDE Guidance

[Link](#) to Red Wing Public School's full WBWF Plan 2022-23

CREATING THE WORLD'S BEST WORKFORCE

What is required with the World's Best Workforce Plan?

- Develop district goals and plan strategies to meet those goals
- Align district budget with strategies
- Hold an annual meeting to share results and gain community input:
 - Share state of the district
 - Share successes and attempts
 - Provide an opportunity for deliberation
 - Gain input about the district plan
- Establish an advisory committee (DAC)
- Annually, one board meeting will be devoted to reviewing and revisiting the plan.
- Following that meeting, a summary will be submitted to MDE Commissioner reporting the progress being made, as defined by the plan.
- After board approval, the WBWF plan will be posted to the district website.

The Red Wing Public Schools World's Best Workforce Plan aligns the state requirements to current district initiatives including: strategic plan, district literacy plan, Title plans and, Achievement and Integration, and ADSIS grant.

PERFORMANCE MEASURE 1: ALL CHILDREN ARE READY FOR SCHOOL

Goal for School Year 2022-2023:

- ❑ In the FALL 2022, 51% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Spring 2023, we will increase the percent of students meeting K benchmarks by 5 percentage points to 56%.



Fastbridge earlyReading	Fall 2022	Spring 2023 Target
Composite	51%	56%
- Concepts of Print	15.8%	20.8%
- Letter Names	48.5%	53.5%
- Letter Sounds	48.5%	53.5%
- Onset Sounds	3.5%	8.5%

Actions Steps Toward Our New Goal:

- Continued collaboration with Colvill Family Center and Kindergarten principals
- Continue Implementation of relevant and responsive literacy instruction including Wonders Curriculum in alignment with high yield instructional strategies across Tier 1.
- Focus on social emotional learning to ensure students are Kindergarten ready.
- Continued emphasis on family and community outreach and engagement.

PERFORMANCE MEASURE 2: ALL THIRD GRADERS CAN READ

Goal for School Year 2022 -2023:

- ❑ The percentage of all students in grade 3 at RWPS who are proficient on the MCA III state reading assessment will increase from 37.9% in 2022 to 45% in 2023.

Actions Steps Toward Our New Goal:



- Continue to build coherence around the components of Wonders Curriculum for consistent application across K-5 classrooms district wide with the support of Teaching and Learning Coach.
- Research and Training on the Science of Reading through LETRS (*Language Essentials for Teachers of Reading and Spelling*)
- Optimize Professional Learning Communities to collaborate around teaching and learning to improve student outcomes. (Reboot).
- Continue to revise and implement a systematic, data driven multi-tiered systems of support that focuses on research-based intervention strategies, progress monitoring, and ongoing data review cycles to ensure student growth.

PERFORMANCE MEASURE 3: CLOSE ACHIEVEMENT GAPS AMONG ALL STUDENT GROUPS

Goal for School Year 2022-2023:

- ❑ RWPS will increase the number of students who are proficient in Reading and Math on MCA-III Assessments for all economic and racial/ethnic student groups by 5 percentage points each year by June 2023. *Baseline year: 2019*

Actions Steps Toward Our New Goal:

- Continue focused learning work centered on culturally responsive practices supported with coaching.
- Focus Year 3 Wonders Curriculum Implementation
- Investigate K-5 Core Math Curriculum
- Review and revamp Math pathways between TBMS-RWHS
- Implement a collaborative Multi-Tiered System of Support (MTSS) instructional framework which allows equitable access for all students into core classes.
- Improve high yield instructional strategies across K-12 classrooms.
- Increase voice and choice in learning for all students increasing cultural representation in curriculum and instruction.
- Reframing of Diversity, Equity, and Inclusion committee and response plan to racial and biased harm.



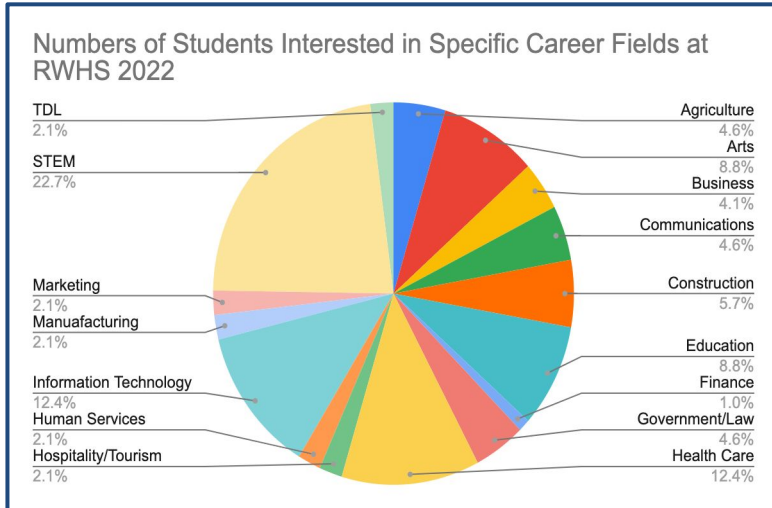
PERFORMANCE MEASURE 4: ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

Goal for School Year 2022 -2023:

- ❑ The percentage of RWPS graduating students who have earned credit in courses with college credit-earning potential (AP, CIS, and/or concurrent enrollment) will increase 10% in 2022 to 2023 from 46.2% to 56.2%.
- ❑ The percentage of grade 12 students in RWPS participating in Flightpath internships/mentorships will increase 10% in 2022 to 2023 from 32% to 42%.

Actions Steps Toward Our New Goal:

- Continue development of career pathways in grades 6-12
- Improve access to guidance resources and career readiness skills and experiences through programming
- Improve the Winger Flight Paths to guide purposeful selection of courses
- Revise the Winger Flight Paths Course for 8th graders
- Continue Wonders alignment to Career Awareness Activities K-5
- Increased use of career speakers and increased development of advisory committees
- Winger Flight Path Capstone course for all juniors
- Guide students on course selection to ensure equitable access to college earning potential



PERFORMANCE MEASURE 5: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Goal for School Year 2022-2023:

- The overall four year graduation rate will increase from 92.4% to 98.4% with no individual racial/ethnic group below 95% by 2022.



Actions Steps Toward Our New Goal:

- Increase academic support for students and enhance opportunities and programming for credit recovery. (REACH Success Lab)
- Increase student engagement in learning.
- Ensure PLCs are highly effective in their ability to monitor, analyze, and respond to student progress and adjust instruction to achieve better results for students
- Continue to develop pathways to graduation for students receiving student support services and create individual graduation plans for all students
- Improve alternative to out-of-school suspension
- Standards Based Grading (early adoption)

Student Group**	2017	2018	2019	2020	2021	2022 Target
All Students	90.8	89.8	93.2	93.3	92.4	98.4
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latinx	N/A	N/A	92.3	85.7	N/A	98.4
White	91.4	92.0	94.5	92.9	92.0	98.4

* 2022 Graduation Data is not available until March 2023

** Data only shown for cohort groups with n>=10

QUESTIONS or COMMENTS?

