
Striving for Comprehensive Achievement & Civic Readiness Warren-Alvarado-Oslo

Part of Minnesota Department of Education's continuous improvement initiative. In short, MDE has created expectations that each school district sets yearly goals and defines plan in each of the 4 areas seen below.

[Learn more about World's Best Workforce here.](#)

Kindergarten
Readiness

Closing the
Achievement Gap

Graduation Rates

College and
Career Readiness

World's Best Workforce Committee

- **Members include: Staff, Students, Parents, Administration & Board Members**
- **Committee members meet 4 days per year**
- **Goals of the committee:**
 - Discuss progress of established goals or previous goals
 - Use data sets to determine areas of need and possible improvement in the district
 - Deepen our overall understanding of different opportunities/areas for improvement as well as areas in which we are successful
 - Develop WAO District goals for the future
 - [World's Best Workforce Goals 2024/2025](#)

Data Utilized

- **Kindergarten Readiness - Gold Portfolio (KEP Assessment)**
- **Closing the Achievement Gap - MCA Scores (Reading/Math/Science)**
 - **Reading - Overall/State Average - Gaps**
 - **Math - Overall/State Average - Gaps**
 - **Science - Overall/State Average - Gaps**
- **Graduation Rate - WAO High School Graduation Rate information, Attendance Data, Credit Recovery Data**
- **College & Career Readiness - ACT**

Kindergarten Readiness

23/24 Goals:

1. The percentage of 4-5-year-old students completing our VPK/School Readiness Preschool program, meeting or exceeding proficiency standards on the Teaching Strategies Gold growth report will meet or exceed 95% at the end of the 23/24 school year.

23/24 Goal Outcomes:

- Outcomes: 97.29% of 4-5-year-old students met or exceeded proficiency

NEW GOALS 24/25:

1. The percentage of 4-5-year-old students completing our VPK/School Readiness Preschool program, meeting or exceeding proficiency standards on the Teaching Strategies Gold growth report will meet or exceed 95% at the end of the 24/25 school year.

Closing the Achievement Gap

23/24 Goals:

1. By the end of the 23/24 school year the achievement gap on the MCA Reading test will be closed by reducing it by 3% each year. For the 21/22 school year that gap was 6.3%
2. By the end of the 23/24 school year the achievement gap on the MCA Math test will be 10% or below reducing it 4% per year. For the 21/22 school year that gap was 17.9%
3. By the end of the 23/24 school year the achievement gap on the MCA Science test will be 6.9% or lower by reducing it by 3% each year. For the 21/22 school year that gap was 12.9%

23/24 Goal Outcomes:

- Reading - 1.3% Gap
- Math - Gap - 15.5% Gap
- Science - 9.5% Gap

NEW GOALS 24/25:

1. By the end of the 24/25 school year, the MCA Reading test achievement gap will be closed
2. By the end of the 25/26 school year the achievement gap on the MCA Math test will be 10% or below reducing it 3% per year.
3. By the end of the 25/26 school year the achievement gap on the MCA Science test will be 6.5% or lower by reducing it by 1.5% each year.

College and Career Readiness

23/24 Goals:

1. WAO High School will increase the number of industries that are impacted by the Work Based Learning Program by 3 industries in the 23/24 school year. In 22/23 it impacted the Automotive and Agricultural industries.
2. In 22/23, 27 juniors took the ACT in-house at WAO and averaged a 20.6. As sophomores, this group averaged a 20.0 on the practice ACT. In 22/23, 31 sophomores took the practice ACT and averaged a 17.7. By 23/24 WAO's average for in-house ACT will be 19.0.

23/24 Goal Outcomes:

- 13 students participated in Work Based Learning in 23/24. The following industries were impacted by those 13 students, Service, Health, Education, Agriculture, Construction, Retail, Self-employed in Music, Agricultural Industries.
- The composite average for the 23/24 ACT was 20.35. 31 students took it.

New GOALS 24/25:

1. Goal 1: WAO High School will increase the number of industries that are impacted by the Work Based Learning Program by 2 industries in the 24/25 school year. In the 23/24 school year, 8 industries participated including Service, Health, Education, Agriculture, Construction, Retail, Self-employed in Music, and Agricultural Industries..
2. Goal 2: By 24/25 WAO's average for in-house ACT will be 19.14

Graduation Rate

23/24 Goals:

1. In 22/23 20 students were invited to summer school in grades 9-11 for credit recovery. By 23/24 16 students or less will need to be invited to summer school in grades 9-11 for credit recovery.
2. In 22/23 56 students out of 269 (20.8%) in grades 6-12 missed 10% or more days of school. In 23/24 the number of students missing 10% or more days of school will be reduced to 16% or less.
3. In 22/23 44 of 45 students graduated (97.7%). In 23/24 the graduation rate will increase to 100%.

23/24 Goal Outcomes:

- 22 students were invited in 23/24 to summer school in grades 9-11
- 271 total students in 23/24, 51 students were at 10% or more days missed. This equates to 18.8%.
- 34 out of 35 students graduate in 23/24. The graduation rate was 97.1%.

New GOALS 24/25:

1. By 24/25 less than 5 students per grade or less will need to be invited to summer school in grades 9-11 for credit recovery.
2. In 24/25 the number of students missing 10% or more days of school will be reduced to 14.8% or less.
3. In 24/25 the graduation rate will increase to 100%.

Warren/Alvarado/Oslo

Curriculum Review Cycle

Why do we need a Curriculum Review Cycle?

Increase circulation of updated/researched based curricula within our district

Addition of a structured system for monitoring curricula and their outcomes

Understanding across departments/grade levels as to when new curriculum purchasing is available

A roadmap for financial projections/budgeting purchases when it comes to new curricula

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
Mathematics	Monitor	Monitor	Evaluate/ Research	Pilot/Purchase	Implement/ Monitor	District Mapping	Adjust
Science	Monitor	Evaluate/ Research	Pilot/Purchase	Implement/ Monitor	District Mapping	Adjust	Monitor
Social	Adjust	Monitor	Monitor	Evaluate/ Research	Pilot/Purchase	Implement/ Monitor	District Mapping
English Language Arts	Evaluate/ Research	Pilot/Purchase	Implement/ Monitor	District Mapping	Adjust	Monitor	Monitor
Music/Art	Implement/ Monitor	District Mapping	Adjust	Monitor	Monitor	Evaluate/ Research	Pilot/Purchase
World Language/CTE	District Mapping	Adjust	Monitor	Monitor	Evaluate/ Research	Pilot/Purchase	Implement/ Monitor
Health/PE/SEL	Pilot/Purchase	Implement/ Monitor	District Mapping	Adjust	Monitor	Monitor	Evaluate/ Research

Implement/Monitor - The actual year of new curricula implementation

District Mapping - Departments map standards as compared to curricula in order to find gaps and prepare for adjustment or supplementation the following year

Adjust - Departments utilize mapping work and implement strategies to meet state standards and enhance curricula

Monitor - Utilize local and state data to prepare for the curriculum evaluation process the following year

Evaluate/Research - Develop a needs assessment and determine if/what alternative curriculum is needed

Pilot/Purchase - Obtain piloting material and evaluate to determine if the purchase is appropriate

THANK YOU!

Any Questions?

