



Zumbrota-Mazeppa Public Schools

Independent School District #2805

2019–2020 World’s Best Workforce Annual Report

District Mission and Goals

Zumbrota-Mazeppa District Mission Statement
Building a bridge to the future where all individuals have the opportunity to reach their full potential in a safe, challenging learning environment.

- ❑ **Goal #1** The district will offer high-quality, innovative student programming so that graduates are prepared to meaningfully contribute to a diverse society.
- ❑ **Goal #2** The district will provide high quality effective teachers and administrators who have been training in and are working toward equitable education.
- ❑ **Goal #3** The district will ensure a safe learning environment that embraces and welcomes student differences through student training, staff training, community training and facility upgrades.
- ❑ **Goal #4** The district will remain fiscally responsible to the taxpayers of our state and school district.

Identified Areas of focus:

- ❖ Teachers are re-examining the value of homework, opportunities for multiple reassessments and standards based grading.
- ❖ Reduce achievement gaps in student subgroups through goals of the achievement and integration plan. Data days will be used to develop a plan for interventions.
- ❖ Revise curriculum maps and expand opportunities for teachers to examine vertical alignment of curriculum. Grades P-6 will explore English Language Arts curriculum and a plan to implement and adopt new science standards and curriculum will be put in place. Implementation of new Art, Health and PE standards will be finalized.
- ❖ Expand and implement career and college pathway offerings for students P-12.



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District Advisory Committee

- Michael Harvey, Superintendent
- Dave Anderson, HS/MS Principal
- Jen Lohman, Community Education
- Jessica Holst, Curriculum & Staff Development
- Josh Boraas, HS/MS Teacher
- Pam Langley, Counselor
- Rebecca Sjolander, Elementary Teacher
- Stacy Libenow, Primary Teacher
- Hailey Schliep, Student
- Jean Roth, School Board
- Jason Lohman, School Board
- Kari Gunhus, Community member
- Beth Arendt, Community member
- Melanie Lodermeier, Community member
- Wendy Ahern, Primary Principal & Special Ed. Director
- Quinn Rasmussen, Elementary Principal
- Kate Lexvold, Achievement & Integration Coordinator
- Tony Brown, HS/MS Teacher
- Angela Hunstad, Counselor
- Chelsie Lockner, Counselor
- Amanda Braithwaite, Elementary Teacher
- Grant Voth, Technology Coordinator
- Addie Voxland, Student
- Angie Bredehoff, School Board
- Brittany Thomforde, Community member
- Jeanette Richardson, Community member
- Jackie Brown Eyes, Community member
- Tara Gosse, Community member

Site Leadership Teams

Primary/Elementary

Megan Nelson
Jesse Duden
Megan Fergeson
Rachael Dreyer
Marnie Vondal
Kelli Smith
Derek Hatten
Logan Jensen
Tanya Cordes

High School/Middle School

Katrina Schuenaman
Jacob Smith
Dawn Guse
Angela Heitman
Pam Peterson
Katie Kennedy
Alyssa Krause
Bev Prodzinski



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Equitable Access to Excellent Teachers

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 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 in which they are not licensed.

Are students receiving access to high quality educators?

Minnesota Report Card: Staffing profile for Zumbrota-Mazeppa Public Schools [CLICK HERE](#)

Race/Ethnicity of Licensed Staff & Students		
Race/Ethnicity	Staff count/percentage	Student count/percentage
Hispanic/Latino	NA/ 0.00%	37/ 3.12%
American Indian or Alaska Native	NA/ 0.00%	6/ .51%
Asian	NA/ 0.00%	11/ .93%
Black or African American	1/ 0.99%	8/ 0.67%
Native Hawaiian or other Pacific Islander	NA/ 0.00%	NA/ 0.00%
White	100/ 99.01%	1,099/ 92.66%
Two or more races	NA/ 0.00%	NA/ 0.00%
Unknown race	NA/ 0.00%	NA/ 0.00%

Z-M Staffing Profile notes:

- ❖ Z-M is considered a “**low poverty district**” (LPD) by MDE because 19.27% of our students receive free/reduced price meals.
- ❖ **97%** of our students are taught by licensed educators.
- ❖ **89%** of our teachers are considered experienced, having had more than 3 years of teaching experience.
- ❖ **56%** of our teachers have advanced degrees (master’s or more).



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Teacher Evaluation

The goal of Z-M's teacher evaluation process is to promote teacher growth and increase student achievement for all students regardless of their demographic background. Z-M's three year cycle for teacher evaluation is based on the Charlotte Danielson Framework and uses personalized feedback. The Danielson Framework addresses four domains of quality teaching and allows for principals and teachers to discuss effective instruction within the assigned curriculum. All ZM teachers annually write a growth and development plan based on data and have a triennial summative evaluation.

[CLICK HERE](#) to see our Teacher Evaluation and Q Comp requirements

Z-M principals will be evaluated annually using the Evaluation of Minnesota's School Principals guide, as part of a three year cycle of performance improvement. Vested in best practice and tied closely to Minnesota's Principal Competencies, this system is designed to provide the Superintendent with the means to assess principal performance and to enhance professional growth. As part of the principal evaluation process, the principal uses introspection, reflection and gathers input from various stakeholders. This evidence is used to provide self-assessment, goal setting, professional development, and demonstration of performance on the core competencies.

[CLICK HERE](#) to see The Evaluation of Minnesota's School Principals Guidebook

Z-M Schools elected to participate in Q Comp beginning with the 2016-2017 school year. Q Comp is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the four components of the law (Career Advancement Options, Job-embedded Professional Development, Teacher evaluation, and Performance Pay and Alternative Salary Schedule).

2019-2020 Q Comp Goals

- Primary: The percentage of all students enrolled in grade 2 at ZM Primary School who are in the 'low risk' category on the Fastbridge aReading will increase from 72% in Fall of 2019 to 73% in Spring of 2020.
- Elementary: The percentage of all students enrolled in grades 3-6 at Zumbrota-Mazeppa Elementary school who are in the 'low risk' category on the Fastbridge aReading will increase from 68.5% in the Fall of 2019 to 69.5% in the Spring of 2020.
- Middle/High School: The percentage of all students in grades 7,8 and 10 who earn an achievement level of 'Meets the Standards' or 'Exceeds the Standards' in all accountability tests (MCA and MTAS) will increase from 70.2% in 2019 to 70.3% in 2020.

[CLICK HERE](#) to see the Q Comp MOU

Professional Development

The fundamental purpose of staff development is to improve student learning. The intent of the legislation is that districts and schools implement a site-based process for both education goals and staff development opportunities that will best help meet these goals. Providing teacher and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experience for students and ultimately helps achieve the fundamental purpose of improving student learning.

Through professional learning communities, teachers regularly examine national, state, and/or local standards as well as benchmarks and align curriculum maps. Through In-service days, Q Comp peer reviews, and PLC's teachers have opportunities to observe and implement best practices in education.

[CLICK HERE](#) to see the Staff Development Report

Student Progress

Student data is disaggregated through PLC's by individual teachers, grades, departments, and by the District Leadership Team and shared with teachers. Identified students can receive additional support through: Title I (K-5), Targeted Services (K-8), WIN time (K-6), Power Hour (7-8), ALP & Credit Recovery (9-12).

[CLICK HERE](#) to see the district assessment calendar

[CLICK HERE](#) to see the District Literacy Plan

[CLICK HERE](#) to see Gifted and Talented information

[CLICK HERE](#) to see District Technology information

[CLICK HERE](#) to see Minnesota Report Card: Test Achievement Levels, Test Results
and
Participation for Zumbrota-Mazeppa Public Schools

Collaborative Professional Culture

Professional Learning Communities have been built into our District calendar, providing monthly collaboration focused on student learning and instructional growth. Key questions we ask during PLC meetings:

- What knowledge and skills do we expect our students to learn?
Student voice: What do I expect to learn and why do I care?
- How will we know if our students have learned expected outcomes?
Student voice: How do you, the teacher, know if I've learned it (because sometimes, I don't understand)?
- How will we respond, when our students have difficulty with learning expected outcomes?
Student voice: If I did not learn it, how will you help me to understand and know what to do next?
- How will we respond when our students have already learned our expected outcomes?
Student voice: If I know it, what are my next steps? What do I get to

do now?



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Goals and Results

All Children Are Ready For School		
District Goal	Result	Goal Status
<p><i>The percentage of students enrolled in ZM's preschool who can identify upper and lower case letters will increase from the majority of students knowing two letters in September of 2019 to 75% of students identifying at least 13 upper and lower case letters in May of 2020.</i></p> <p>Z-M Strategies</p>	<p><i>92% of students met the goal of naming 13 letters in the Spring of 2020.</i></p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some <input type="checkbox"/> Met None

All Third Graders Can Read At Grade Level		
District Goal	Result	Goal Status
<p><i>The percentage of all students enrolled in grade 2 at ZM who are in the "low risk" category on the Fastbridge aReading will increase from 72% in the fall of 2019 to 73% in the spring of 2020.</i></p> <p>Z-M Strategies</p>	<p><i>Due to COVID Pandemic/Distance Learning, there are no Spring 2020 Fastbridge results to address if goal was met or not</i></p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some <input type="checkbox"/> Met None
<p><i>The percentage of all students enrolled in grades 3-6 at ZM who are in the "low risk" category on Fastbridge aReading will increase from 68.5% in the fall of 2019 to 69.5% in the spring of 2020.</i></p> <p>Z-M Strategies</p>	<p><i>Due to COVID Pandemic/Distance Learning, there are no Spring 2020 Fastbridge results to address if goal was met or not</i></p>	<p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some <input type="checkbox"/> Met None



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Goals and Results

All Students Career and College Ready by Graduation		
District Goal	Result	Goal Status
<p><i>During the 2019-2020 school year, the district MCA scores for all students who meet or exceed proficiency will increase:</i></p> <p>-In reading from 65.6% to 66.6% -In math from 66.9% to 67.9% -In science from 64.9% to 65.9%</p> <p>Z-M Strategies</p>	<p><i>Due to COVID Pandemic/Distance Learning, there are no 2020 MCA results to address if goal was met or not</i></p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some Met None
<p><i>During the 19-20 school year, the percentage of College and Career ready students as determined on the ACT exam will increase:</i></p> <p>-In English from 67% to 68% -In Math from 68% to 69% -In Reading from 76% to 77% -In Science from 83% to 84%</p> <p>Z-M Strategies</p>	<p><i>Results from the Fall 2020 ACT (since the Spring 2020 ACT was not given) indicate the percentages of College and Career ready students at:</i></p> <p>-65% in English -58% in Math -75% in Reading -81% in Science</p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some <input checked="" type="checkbox"/> Met None

All Student Graduate		
District Goal	Result	Goal Status
<p><i>ZM's graduation rate will exceed:</i></p> <p>-93% in 2017 -95% in 2018 -97% in 2019 -100% in 2020</p> <p>Z-M Strategies</p>	<p><i>MDE: 96.3% 2019</i></p> <p><i>*2020 Graduation Rate not available at time of report</i></p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met All <input type="checkbox"/> Met Some Met None



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Goals and Results

Close the Achievement Gap(s) Between Student Groups		
District Goal	Result	Goal Status
<p><i>The percentage of identified free/reduced price lunch students who earn an achievement level of “doesn’t meet” or “partially meets” standards on district math MCAs will decrease from 48.6% in 2019 to 45.4% in 2020.</i></p> <p>Z-M Strategies</p>	<p><i>Due to COVID Pandemic/Distance Learning, there are no 2020 MCA results to address if goal was met or not</i></p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"><input type="checkbox"/> On Track<input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"><input type="checkbox"/> Goal Met<input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"><input type="checkbox"/> Met All<input type="checkbox"/> Met Some<input type="checkbox"/> Met None
<p><i>The percentage of identified free/reduced price lunch students who earn an achievement level of “doesn’t meet” or “partially meets” standards on district reading MCAs will decrease from 48.6% in 2019 to 47.6% in 2020.</i></p> <p>Z-M Strategies</p>	<p><i>Due to COVID Pandemic/Distance Learning, there are no 2020 MCA results to address if goal was met or not</i></p>	